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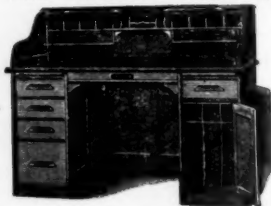
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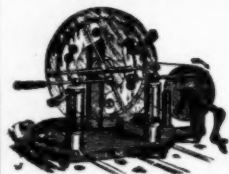
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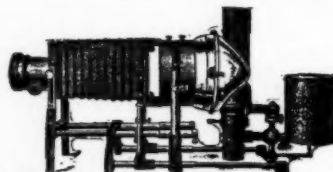
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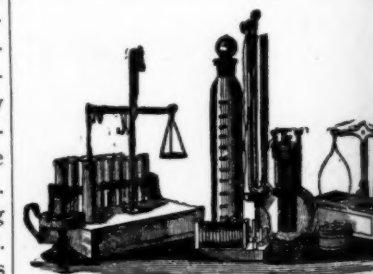
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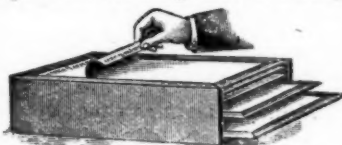
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A Weekly Journal of Education.

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The business department of THE JOURNAL is on page 450.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.



A church congress held at Folkestone, England, the subject of religious instruction in schools was discussed very extensively. The Earl of Winchelsea declared that "every state which educates children at the public expense should give them a religious education." J. G. Talbot, asked, "Do the clergy themselves teach in the schools?" but he did not answer it. It is a question well worth asking, here in America. It will be found that the clergy here take very little interest in the schools. The inquiry has been put to hundreds of teachers, "Does the minister visit your schools?" and the reply is almost invariably, "Only at the annual graduation exercises, and then to deliver a prayer or benediction."

And yet in sermons much will be said of the importance of teaching religion, and that the teacher be a man of sound piety. This is not enough. The clergyman must take a special interest in the school; he should be one of the most constant visitors; he should be a factor the teacher should know he could rely on, in his efforts to advance education from being a mechanical mumbling of tables to that of development of character. The clergyman is at present not the help to the teacher he ought to be.

Are we urging the teachers to employ operations in their school-rooms that are non-educative? It is a good question. There are some who look at the additions or changes in the curriculum with much distrust.

The *Popular Educator* asks, "What is to be the next 'fad' of education?" It refers to "temperance teaching to infants and children," and declares "that children never understand what the teachers are talking about, and never gain an atom of knowledge of the subject." * * * "Then comes the fad for physical training;" "never was a greater or graver joke perpetrated upon the people than the Ling system." * * * Manual training comes a good third in the race, and it is having its glorious day. This is the most sensible of the fads, and at the same time the most specious." * * * "What is the end to be? In what condition will our schools be ten years hence if these new bits of heaven get their work in, even if no other drops are added? Is it not time to cry a halt on all this change?"

That changes have been going on is apparent. The points referred to above are indications that show a deep feeling in the minds of the people that the old conception of the office of the school was not comprehensive enough. What can the school be to a young

person? If it can be shown that it may be more than it now is, more changes will take place.

To illustrate: It was once thought that a young man or woman if a good scholar was well equipped as a teacher. But it was shown that there could be an impartation of the principles of education; this was undertaken by some schools—they became "normal schools." In the eyes of the academy principals this was a "fad"—they thought it would have its day; it was severely handled.

The "kindergarten craze" is by no means abating, nor is it likely to abate. It is altogether probable that some teacher will make manual training or physical training or temperance teaching the main feature of his school; it will be a mistake, but mistakes will occur. Schools can be pointed to where the class in philosophy is always trotted out. The rule is, add everything that educates.

In Philadelphia ex-Judge Dunne, of Arizona, in a speech declared that the Catholics ought to have a portion of the school funds; in fact, that the present school system should be broken up. This declaration has brought out universal condemnation. Of course there are fanatical Catholics who do not see that universal enlightenment is the salvation of the republic. City Supt. Brooks says the work of the state is to secure intellectual and moral cultivation; of the church, the religious culture. Secretary Deily says if the school funds are divided, the Jew, the Mohammedan, the Baptist, Methodist, etc., each will want a slice as well as the Roman Catholic. Secretary Deemer says it is a good thing that we know what the Catholics are aiming at. President Sheppard, of the board of education, says the school fund will not be divided in his day; no other institution is planted so deep in the hearts of the American people as the public school.

The whole public sentiment is against any division of the school funds; the wise Catholics are earnest friends of the public school system. Any utterances like the one alluded to cannot hurt the public school.

In five educational papers this request was noticed "Subscribers in arrears are earnestly requested to send the amount, etc." It is probable that teachers are no more backward than other kinds of subscribers, but educational publishers have been so very lenient, that many teachers are offended if requested to pay up their arrears. To give a man six months or a year's time on his subscription, to write him two or three times and ask for payment, to get a reply at last conveying no money, but full of wrath—this is indeed hard. Why should a man when a bill comes for a subscription feel it needful to get angry? He gets coal-bills, meat-bills, rent-bills, and pays them; let him do the same by his educational paper bills.

Editorial Correspondence.

TRENTON, N. J.

The state normal school is here and is in a most flourishing condition; it now has on its register 385 students, which tests its capacity to the utmost. The model school which adjoins it on the north, has over 600 pupils. Having witnessed the school in its early days I have been glad to mark the additions that have been made in the effort adequately to develop the idea of preparing teachers efficiently to teach in the schools of the state.

Dr. James M. Green, the principal, was absent; Prof. Elias F. Carr, who has charge of the department of mathematics, very courteously exhibited the additions made to the buildings. The two buildings, one occupied by the normal school, and the other by the state model school, are connected by a large structure which contains many class rooms, an assembly room that will seat 1,200, and a fine gymnasium.

The course of study covers three years; during the last two years instruction is given in the theory and practice of teaching. The students visit the model school as "observers;" they teach in classes that are presided over by skilful teachers who give them suitable criticism. Several teacher-students were observed in the class-rooms; on the settees were other students noting the processes employed.

The chemical laboratory is well fitted up. Next to it Prof. A. C. Apgar was found instructing a class in natural history; the subject was illustrated by a gray squirrel. Prof. Apgar is one of the most interesting of instructors and is a great favorite at institutes. I was strongly tempted to sit down and hear him tell about the squirrel. A large class was being instructed in drawing by Miss Mary C. Field; each student had a regular drawing desk, that could be raised or lowered; objects are used in teaching drawing—in this case each pupil had a block of wood. The walls showed real drawings—I mean drawings from things they saw. Often the pupil is set to copy a picture she is learning to draw; what nonsense!

There is a fine room fitted up for teaching the use of tools—manual training; all pupils, both male and female, take a course of instruction in this new branch of educative work; the pupils too of the model school have training here also—boys and girls were using the plane and saw. (For the benefit of those who are organizing manual training let it be said there must be a fixed course of study. Where a boy makes what he likes there will be little or no training, and there is a great deal of this going on.)

The New Jersey normal school was founded in 1854 and William F. Phelps a graduate of the Albany state normal school was appointed principal. The work done by Mr. Phelps was of the most extraordinary character; he demonstrated to the people of New Jersey the importance of such an institution by conducting it so that its usefulness was felt in every part of the state. Hon. Richard S. Field, of Princeton, a staunch friend of popular education, supported the school in those trying days; his portrait hangs on the walls of the normal school, and I looked at it with veneration. There were very many in the state in 1855 to 1865 who allowed the school to exist because Mr. Field said, "It is best for New Jersey to have a normal school."

Mr. Phelps, having left ineffaceable impressions on the

school system of New Jersey, went to the West and organized a normal school at Winona, Minn.

He has during the past summer written a charming biography of David P. Page his own teacher, the first principal of the Albany, N. Y., normal school. It is published by E. L. Kellogg & Co., and gives a vivid account of days when normal schools were opposed by the teachers themselves! This was really the case in New Jersey as well as in New York.

The state of New Jersey has achieved a fine reputation for its educational system. The state superintendent is Addison B. Poland, who had made a fine record as superintendent of the schools of Jersey City. It is sometimes thought that the excellence of the public schools in New Jersey is due to the fact that it is a small state; but that is not the reason. Here are some of the real causes: (1) The county superintendents are appointed by the state board of education; this last body is appointed by the governor. (2) There is a uniform system of examinations, the questions being sent out by the state board. (3) There is a scheme by which the teachers are encouraged to advance from lower to higher grades.

Normal schools now-a-days are such in proportion to their comprehension of the educational situation. In 1855 the only normal school in New York state, took in the situation to this extent—it had its graduating class read Page's Theory and Practice of Teaching, gave them some lectures, and two weeks in the model school. The New Jersey normal school in 1892 requires its pupils to take a three years' course, and for two of those years the professional subjects psychology, theory and practice, history and philosophy of education accompanied by practice in teaching, are pursued. Those who, contrary to the assertions of a certain colored brother, declare the "sundo not move" are invited to ponder upon the above.

The teachers' institutes are now open in this state; much attention is given to preparation for the World's fair at Chicago. Mr. B. C. Gregory, supervisor of the schools at Trenton, was absent, and so I missed seeing schools that have won a deservedly high reputation.

PHILADELPHIA.

Drexel institute has become a central figure in the uplifting forces of Philadelphia. Though only opened in February last, it now numbers on its register over 1,000 students. A tour through its elegant rooms with Dr. MacAlister found classes in elementary and advanced drawing; normal and ordinary classes in cooking; classes in drawing from the cast, in typewriting, in physics, in type-setting, in chemistry, in domestic economy, and in gymnastics—here a class of young ladies were being trained in military evolutions.

The visitor is struck at once with two things: First, the elegance and commodiousness of the structure; the rooms are large and well-lighted. It is steam heated, electric lighted; the furniture is unusually handsome; the rooms set apart for teachers are attractive. Second, the breadth of the culture attempted. Every part of the field will be eventually traversed. Dr. MacAlister is planning to make the institute of the highest practical benefit to three large classes: 1. Young men and women who have finished the ordinary course in grammar or high schools; for those employed evening classes are opened. 2. Those who are desirous of teaching certain branches, as cooking, millinery, painting, physical training, etc. 3. Both women and men who may

possibly be fathers or mothers and who wish to study some special branch.

Dr. Edward Brooks has found in his position of superintendent of the city schools use for the store of pedagogical knowledge he was acquiring while principal of the Lancaster state normal school. Everybody held Prof. Brooks in esteem; many wondered why he gave himself so thoroughly, so conscientiously to his work; the early history of the Lancaster school reads like the early history of the New England normal schools; there was lacking nothing that earnestness and special study and devotion on the part of the teachers could give. Finally Prof. Brooks felt the need of rest; while recuperating, the Philadelphia school board began to look around for a man who understood education in its practical and philosophical aspects and they chose him as superintendent. It ought to be borne in mind by every teacher that if he does his work seriously there is a strong possibility that a time will come when that knowledge will become available, though at the time he may seem to be giving five dollars' worth of work for one dollar's worth of pay. Supt. Brooks has seven assistants Messrs. Kain, Morrison, Sickel, Singer, and Mason (Drawing); Misses Kirby (Sewing), and Wright (Cooking). Miss Constance Mackenzie has charge of the kindergartens; of these there are 101 classes, 97 teachers, and 3,800 pupils, costing \$16.50 each per annum. The registration of pupils in Philadelphia is 120,000; the average daily attendance is 100,000; there are 2,800 teachers; the cost is \$3,000,000. The general framework of the educational plan has been chosen; now there will need to be wise counsel as to the further development of that plan.

A. M. K.

George Howland.

In Memoriam.

By FRANCIS W. PARKER, Principal of Cook Co. Normal School.

Last Wednesday afternoon in the spacious Union Park Church, surrounded by banks of flowers, the expression of warmest affection, lay the mortal remains of George Howland, for fifty years a teacher. Upon the face of the dead lay a sweet peace, almost a smile of joyful release from suffering. Around him were his loving friends, school officers, past and present, pupils, once his comrades; the gallery was filled with a choir of children. Dr. Swing, Mr. Howland's pastor, told in a few well-chosen words the story of his life. No eulogy was necessary, for words could not express the sorrow in the pastor's heart.

"George Howland was born in Conway, Mass., in 1824," said the pastor, "upon a small farm. He was born in moderate poverty, not moderate property. He had all the educational influences of farm work, that have made so many strong intellectual men in our land. The demands of agriculture upon a farmer too poor to hire help, are exacting. The ground does not wait plowing in the spring; the grass listens to no 'regrets' from the laborers invited to cut it; the harvest calls for immediate attention. In these surroundings grew our departed friend. The thirst for knowledge that filled the New England air, seized him, and then came the long well-known struggle for education. Hard work on the farm; study by the hearth fire; a few terms in an academy; school teaching in winter.

"He entered Amherst college at an early age and at eighteen had graduated with high honors; then followed the appointment as tutor in his college. He taught school for fifteen years in his native state. In 1857 he came to Chicago; for twenty-three years he was a teacher and principal in the high school. In 1880 he was called to the position of superintendent of the public schools of Chicago, which he held until 1891, when he laid down the burden for a much needed rest. During his life time, was created the great profession

of teaching. We had the professions of theology, law, and medicine, but when society proposed to govern itself, the profession of teacher became an absolute necessity. We feel that our brother might have been something else than he was. He was a close student of literature and might, if he had been inclined to much speaking, taken a foremost place in the literary world. He was poetically inclined, but he did not become a poet, although he wrote some beautiful verses. We are all glad that he was just as he was, a teacher; we rejoice that he gave strength and enthusiasm to thousands, because he loved teaching and devoted his life to it. Pestalozzi was a minister, a lawyer, and then a teacher, and to his teaching we owe much that is good in our schools to-day. Mr. Howland loved children; he loved to see them happy. He banished corporal punishment from the public schools of Chicago."

Back of Dr. Swing's words lay a deep emotion, a great love for him who lay in the coffin; for eighteen years he was never absent one Sunday from divine worship.

George Howland's teaching covers the whole period of organization and growth of our school system. He was thirteen years old when Horace Mann began to bring order out of chaos in Massachusetts, and he had taught two years when the famous educator wrote his "Seventh Annual Report." For thirty-four years he was closely connected with the public schools of one of the largest cities in America; eleven years he superintended those schools. Out of many facts one fact stands out before all others—he was deeply loved by all his pupils.

In 1880 when the position of superintendent was vacant, his former pupils by the hundred, the most influential men of the city, almost compelled him to take the position. He proposed to remain in the school-room, but his pupils insisted that he should take the vacant place. Yet he never loved the office work of superintendent; he was often bored by frivolous questions and petty details. He left the desk as soon as possible and spent most of his time in visiting schools. In order to appreciate his work as superintendent, one must have some notion of the immense difficulties that bar the way to improvement in the schools of a great city. No public office in the nation requires more knowledge, wisdom, and tact. A small city, can be moved forward by persistence and resolute action, but great cities seem to be organized to resist progress.

In 1880 the school system of Chicago had just passed through the period of organization. Organization is an absolute necessity; the trouble is that the necessities of one period of development, too often become the fixed habits and customs of the next. Organization compels submission to routine, and the larger the city, the greater the pressure upon each teacher to suppress originality or individuality. Teaching as an art must have liberty, else it sinks into mechanical uniformity. George Howland had the intuitions of a good teacher and his great service as superintendent, consists, more than any other thing, in the fact that he strove to lift the heavy weight of organized uniformity off of his teachers. This uniformity finds its most powerful influences in uniform examinations for promotion to high schools. Mr. Howland abolished these examinations; he believed that the teachers of a grammar school with its principal, should know enough after eight years contact with, and study of a pupil, to promote him to the next highest class. This step broke the back of the worst result of organization—henceforth the teachers were trusted. He hated cruelty and harshness in the treatment of children; his influence was always on the side of kindness and gentleness. Every year it was Mr. Howland's custom to deliver an address to his teachers, and while no one ever accused him of being a reformer of the radical type, his book, "Practical Hints for Teachers," is filled with statements which, if applied fully, would revolutionize teaching. I open the book at random and this most revolutionary assertion presents itself:

"So reliable a witness is sight, and so lasting the characters in which the words are written, that I believe the misspelled word, the imperfect sentence, the incorrect statement should no more be placed before the pupil's eye, than

poison should be mixed with his food, or gunpowder be given him for a plaything. And, if I mistake not the signs of the time, the day is not distant—is even now dawning—when our primary readers shall be filled with plain, simple, pleasing, correct, and instructive expressions of thought in place of the senseless twaddle, the stupid inanities, and sometimes slangy vulgarisms pawned off upon a too-confiding public by the thrifty book-makers, evidently as unfamiliar with the real child as with a good school."

There is no more cutting bit of satire upon the prevailing method of teaching grammar than the following:

"But this parsing is what is incomprehensible. Why not adopt the same process in the other branches? Why not in geography, for example, require the form: Chicago is a city. **RULE:** A city is a collective body of inhabitants incorporated and governed by a mayor and aldermen. It has so many inhabitants. **RULE:** Inhabitants are the people that live in the city. **EXCEPTION:** Most people live in the country. It is situated on Lake Michigan. **RULE:** A lake is a body of fresh water larger than a pond. **EXCEPTION:** Some lakes are salt. **EXCEPTION SECOND:** Some ponds are larger than some lakes. Shopping is mostly done by women. **RULE:** Woman is a complex, limiting modifier of the first class. **EXCEPTION:** Some women are school teachers. **REMARK:** Many persons have no limiting modifiers. **REMARK SECOND:** Such persons are sometimes called independent cases. And so on through the cities of the state and country. This may and probably does seem idle twaddle; but it is no exaggeration of what we are daily doing in our classes in grammar and parsing."

Mr. Howland strove to elevate the profession of teaching; he prepared the way for closer study of education; he softened the roughness and hardness of routine and uniformity; he earnestly bade teachers to look higher.

He attempted to solve the problem of progress in the common schools of a great city, which is the most important and most difficult one in our republic.

From this earth one more earnest, loving teacher has gone; he did a noble work for mankind; it will be seen that he paved the way for those who may come after; he exalted the profession that will one day stand above all others.

Who Originated Columbus School Day?

The prodigious extensiveness of the Columbus day celebration, led by the schools, has provoked the inquiry in a good many quarters, as to who first conceived the magnificent idea of celebrating the discovery of America everywhere in America under the lead of the public schools.

The honor of originating this celebration belongs to Mr. James B. Upham, one of the firm of *The Youth's Companion*. Over two years ago when Congress made provision for the dedication of the Chicago exposition grounds on Discovery day, it occurred to Mr. Upham that no provision was being made for a popular celebration of the day throughout America. Lying under a pine tree one day in New Hampshire he conceived the thought of a universal public school celebration. The appropriateness of it grew upon him as he kept thinking. He thought of the public school as the one institution which linked all communities together, and was closest to all the people. It was also the force which had amalgamated our races, and to which the greatness of the Republic was due. It also held the command of the Republic's future, and ought to be made to feel its responsibility for training in good citizenship; and that by a united action of all the public schools in America on one day, a lesson in enthusiastic patriotism could be taught which would never be forgotten. Besides all this, Mr. Upham reflected that Columbus sailed out on his quest as the pioneer of progress and enlightenment, and that spirit was now best expressed by our system of free and universal education; and so the public school may be called the most characteristic product of the four centuries of American life.

The Youth's Companion immediately adopted his idea and proceeded to organize a national movement for its popular acceptance. Its early acceptance by the educators of the country, by the press, and then by Congress and the state legislatures, and by the people themselves, are now too familiar to be repeated. But through all these successive steps by which the national committee, appointed by the superintendents of education, gained way for the plan throughout the country, Mr. Upham's patient energy, clear judgment, and wise discrimination proved of valuable aid.

Other names appeared at the head of the movement, and other hands controlled it; but to Mr. Upham belongs the entire credit of its original conception, and to a large degree the method by which the movement was brought to such conspicuous and thorough success.

It was Mr. Upham, also, who some three years ago organized the school-house flag movement. A few flags had

been raised over the school-houses previous to his taking up the matter; but he perceived the immense results to America through the appeal which a flag over the school-house would make to the sentiment of the American youth. He therefore suggested a plan by which schools might be supplied with a set of school-flag certificates which the pupils could sell to their older friends for ten cents each. The legend on these pieces of cardboard was as follows:

"This certificate entitles the holder to one share in the patriotic influence of the school-house flag."

Through this simple device *The Companion*, which wisely adopted Mr. Upham's plan, has been enabled



JAMES B. UPHAM.

within three years to assist over 28,000 schools in raising the flag. The movement thus organized was immediately taken up and fostered by the Grand Army and other organizations until now the school is rare which does not fly the flag.

Mr. Upham, however, realized that the mere appeal to the sentiment of patriotism was not enough. Patriotism must be made intelligent to be of any value. To meet this need he conceived the idea of a general revival of the old lyceum, or debating society, which proved so potent a factor years ago in training a race of statesmen and political leaders.

This is a league of lyceums composed of young men throughout the country, the aim of which is training in citizenship. It seeks to accomplish this by encouraging young men to think for themselves; by making them familiar with the leading political issues of the day, as well as with American political history; and by impressing them with the duties of citizenship. These ends are accomplished by the practicable and interesting means of debates as well as by courses of reading and study. It is said that the league comprises over 1,300 lyceums, with a membership of something like 30,000 young men in high schools, grammar schools, churches, and neighborhoods.

It seldom falls to the lot of one man to exert so benignant an influence in such a short space of time upon such large masses of young people. The characteristic of Mr. Upham's habit of mind is practicality, joined with a clear sense of the value of sentiment, and an understanding of the thing that will "go." Yet he is modest and unostentatious; and it has just begun to transpire that it is to him that the nation owes this debt of gratitude for having set in motion a celebration that was worthy of the republic, and big with gracious influences for the future.

PATRIOTISM.

"Let then each public school possess
The flag whose virtues we confess;
To teach our country's hope—the young—
The source from whence our greatness sprung,
And ever keep before their eyes
A token of the sacrifice,
Offered by freemen true and brave,
Our liberties to gain and save."

The School Room.

NOV. 12.—LANGUAGE AND THINGS.
NOV. 19.—EARTH AND SELF.
NOV. 26.—NUMBERS AND PEOPLE.
DEC. 3.—PRIMARY.
DEC. 10.—DOING AND ETHICS.

Be Strong, Fear Not.

Be strong, fear not; these paths of ours
Are not all laid in garden bowers;
The rugged rocks are in our way,
And oceans with their driving spray;
And foemen stand in lofty towers
With leaden hail in fiery showers,
The menace of audacious powers;
But angel voices winging say,
Be strong, fear not.

—Selected.

Language Teaching. II.

By ROBERT C. METCALF, Supervisor of Schools, Boston, Mass.

Every teacher of language should receive some training in voice-culture. She should know what exercises are most useful in properly training that delicate organ which produces *voice*. A few lessons from some one who has made the training of the voice a specialty will be of great service in the class-room. The teacher must not think it necessary to take a long and expensive course in elocution; a few so-called throat exercises, still fewer breathing exercises, and she is sufficiently equipped to *begin* her work. In the training of children's voices, make no use of any exercise that has not been found helpful in your own experience. If possible, so interest the children in the exercises themselves that they will be resorted to on other occasions than in the class-room, and especially in the open air.

The result of this training should be clear tones, distinct enunciation, a good control of the breath, and ability to express with the voice such thoughts and feelings as the pupil may possess. A few minutes every day given to such work will help wonderfully in teaching oral language.

READING.

Reading is the most important branch of language-work. It is the key to much that we call knowledge, and therefore rightfully claims the largest share of the time given to school-work. The pupil in the primary school spends, or should spend, much of his time during the first year in reading. If he is ordinarily bright, and is skillfully taught, he will be able, in the first year, to read through at least half a dozen First Readers. In many classes, a dozen such readers are finished in that time.

A good method of teaching is not half so important as a good teacher. The best method in the world will work badly at the hands of a poor teacher. A poor teacher should be kept out of the lowest primary class at all hazards. If any large salaries are to be paid, pay them in the lowest grade. Better build a poor house on a good foundation than try to build a good house on a poor foundation. The latter effort is likely to prove futile.

Every primary teacher should be familiar with the most important of the so-called *methods* of teaching reading. She should be able to take the best from each, and use it as she teaches her children. It seems to the writer that both the "word method" and the "phonic method" offer advantages that few sensible, wide-awake primary teachers will fail to appropriate.

A knowledge of "the sounds of letters" will assist the little child in getting new words. But it should be borne in mind that by *new* words we mean such as are new to the *eye*, not to the *ear*. Many words like *there*, *where*, *would*, *should*, and the like, are more easily learned as *wholes*, than by sounds. "Take the easiest route," is a good rule to follow in teaching children to read.

Some teachers will say that their pupils can read (orally) very fluently, but do not read *with expression*. But since oral reading is first, getting thought from a written or printed page, and second, expressing that thought in the words of the writer, it follows that all *real* reading (oral) is *expressive*. From the first, the little children should be allowed to read in no other way. Let the eyes of the pupil rest upon the written sentence until the thought expressed is in his mind, and then, looking into his teacher's face, let him tell it to her as he would tell her anything else.

This habit of looking into the teacher's face will effectually prevent that other habit of "calling words." If the child's eye rests upon the words in the sentence while he is attempting to read, he will, almost of necessity, speak each word as its name comes to him, and with little or no reference to the thought of the sentence. But let him take all necessary time to interpret the words, let him get the thought clearly in his mind, and then turning to his teacher, give it expression in the words of the book.

This plan should be followed until the pupil interprets so read-

ily that he may safely be allowed to keep his eyes on the book while reading. A bright child reaches this point in a few weeks, while it may be necessary for dull ones to read into their teachers' faces for months.

One other matter may receive attention at this time. If the foregoing plan is uniformly followed, young pupils will find little difficulty in reading with expression so long as the teacher deals in short sentences, but it frequently happens that long sentences are encountered before the pupil has gained sufficient facility in reading to enable him to express the thought while his eyes are resting on the book. As it is impossible for him to read long sentences into his teacher's face, it may become necessary for the teacher to rewrite upon the blackboard the sentences contained in the book. She will then break them into shorter sentences, making such slight changes as may be necessary to express the same thoughts in a simpler way.

This rewriting of the reading lessons is especially necessary as the pupil passes from the Primer to the Second Reader; but after having read the lesson in the shorter sentences, it is usually quite easy to read the original lesson from the book.

The primary teacher should never allow her reading to degenerate into mere word-calling, but with tact, patience, and persistence hold the pupils from first to last to her highest ideal of good reading.

But it is no part of the plan of these papers to include a dissertation on the teaching of reading. It is proposed, however, to show how reading may be used as an important factor in teaching language.

Reading is either oral or silent. The object of silent reading is only to gather thought. The object of oral reading is first to get thought, and second to express it orally in the words of the author. Of the two kinds of reading, silent reading is much the more important. Few people read much orally, while almost all read more or less every day silently. Oral reading is very important; but silent reading demands special attention. As silent reading is merely "getting thought," and oral reading includes this and something more, it follows that silent reading may be taught through the oral.

Pupils of the fourth grade are old enough to prepare a reading lesson by themselves. They should read the lesson silently with sufficient care to enable them to tell the class, in their own words, the substance of what they have read. The teacher may give such help as is needed by way of hints or questions, but in the main, each pupil should be left to tell the story without assistance.

This exercise should follow the *preparation*, and precede the *oral reading*. A similar exercise, though brief, may well follow the oral reading. Pupils should be encouraged to make complete statements, and should be only mildly criticised; but first efforts, even though somewhat faulty in manner and matter, should receive a word of commendation.

These exercises in "reproduction" afford an excellent opportunity for voice training, and give the pupil practice in expressing his thoughts under the most favorable circumstances. They also enable the teacher to determine whether the result of the child's reading is a clear understanding of the author's words.

Most teachers will readily see the value of an exercise in reproduction, and all should find time for it at whatever cost.

Use of Leaves.

Dried Leaves.—Among the things to be accumulated in the school cabinet are leaves; these can be pressed between pieces of blotting-paper,—newspaper can be used; when flat and dry put in boxes; If kept covered the color will be retained. No school-room should be without a few hundred leaves. How is it with yours, teacher?

Skeleton Leaves.—These are exceedingly interesting and may be made as follows:

Select a quantity of leaves, picking out the perfectly developed. Hold them up to the light, and thus note those that have no defects. Place them between the leaves of a book and press slightly for a few hours. Dissolve four ounces of sal-soda in one quart of boiling water, adding two ounces of air-slacked quicklime, and boil fifteen or twenty minutes; allow this to cool. Strain off the clear liquid, boil it again, and add the leaves, continuing to boil briskly for an hour or more, adding boiling water if required. Remove a leaf and put it in a vessel of water; then rub it gently with the fingers. If the epidermis and parenchyma separate easily, the remainder of the leaves may be removed; but if not, the boiling in the lye must be still further continued. Now lift a leaf from the water upon a piece of smooth glass. Brush gently with a camel's-hair brush, occasionally carefully pouring a little water on the leaf, till the pulp is all removed. Slip the leaf into water, turn it over, put it on the glass again, and brush the other side in the same manner. If all the green is not removed with the soft brush, take an old tooth-brush, and with a tapping motion remove what remains. As the leaves are cleaned, immerse in clear water and lay on blotting-paper to dry.

A New Plan on an Old Principle.

By ELLEN E. KENYON, Pd. M., Brooklyn, N. Y.

The schools of a large city had just adopted the Prang system of drawing. One of the teachers, who had been in the habit of coördinating her work on the principle, *all knowledge is one*, found herself compelled to re-arrange her plans to accommodate the newcomer. The drawing lesson must now be given at a certain hour of the day because the material could be had at no other. It must also occupy a certain number of minutes and deal with certain points.

As an untrained teacher, Miss A. was glad to have an opportunity of studying this noble system, as only one who teaches by it from day to day can. She did not despair of her own pet principle. In no other study was the daily detail dictated to her, so as to prevent constant and mutual correlation with others. It was quite possible to relate them all to the drawing. Every day she had chosen some central subject of study out of which the Readin', Ritin', and 'Rithmetic flowed as harmlessly as though they had never practiced tyranny in their lives. What did it matter what the center was? "I'll make everything cluster round the drawing," she said, and with this idea in mind, she went to work upon her daily programs.

One day the drawing lesson was to cut and mount two paper forms representing the two direct views of the hemisphere. One of these forms was to be a circle and the other a semicircle.

The Reader in use in her class was Barnes' First. As all readers progress in difficulty pretty fast, it was not possible for her children to go skipping through the book. The lessons must be taken pretty much in their order, or there would be too many unfamiliar words. The next lesson was about the little boy who would give his sister's kitten a bath, and the new words to be taught in preparing it were *shawl*, *sick*, *wrap*, and *sister*. The problem was how to relate this reading lesson, and especially these words, to the drawing and make the combination yield subject-matter for the day's arithmetic and language work.

Miss A. determined to make the day's study deal with the various forms of receptacles for liquids. Her children had the habit of drawing pictures from real life, or fancy sketches if they preferred, to occupy the few minutes before school opened. On this particular morning, she asked them to draw her pictures of tea-cups, coffee-cups, porridge-bowls, wash-bowls, wash-tubs, bath-tubs, or anything else that would hold water, and they must draw them right side up, so that the water would not spill out (this to make the children laugh and to intensify the realism in the work).

After roll-call she rapidly sketched upon the blackboard, copying from the children's slates, by drawing more perfectly, the above-named objects, and wrote the name opposite each. During the drawing, she kept up a running conversation with her class, rather following their lead than leading them. When one pupil volunteered the criticism, "Miss A, your tea-cup is as big as your bath-tub," she replied, "Well, we will say that the bath-tub is some distance off, so that it looks small, while the tea-cup is quite close by, so that it looks large," thus introducing a little rudimentary perspective.

Arithmetic came first on the program, and the questions ran something like this?

1. If your bath-tub is $2\frac{1}{2}$ ft. across and half a foot deeper than it is wide, how deep is it?
2. If it is twice as long as it is wide, how long is it?
3. Who has a longer bath-tub than that, at home? Mary, ask a number of questions about your bath-tub. (The children were practiced in estimating dimensions.)
4. Who has a shorter one? Ask a question about yours, John.
5. Who will ask a question about the baby's bath-tub?
6. Come back to our bath-tub $2\frac{1}{2}$ by 5 ft. About how far is it around the top edge of this tub?
7. Is it more or less than fifteen feet? Why is it less? (Because the corners are rounded.)
8. If the tub is five feet long at the top and half a foot shorter at the bottom, how long is the bottom?

The language lesson came next. The teacher told of a man named Robinson Crusoe, who went to sea in a ship with many white sails; how a storm broke the ship to pieces on a strange shore and only Robinson succeeded in saving his life; how he found himself in a strange country where there were no people and no houses. This much of the story was repeated by several of the pupils who were rather deficient in language, the others helping. Then the question of Robinson's needs came up. Many things were mentioned and among them a drinking cup. Miss A turned to the blackboard and wondered whether any more of these fine things would have been found useful by Robinson. It was decided that he would have been glad of all of them, but that he needed a drinking cup much more than a bath-tub, as he had the ocean to bathe in. Various forms of drinking cups were drawn and discussed, with the consensus that, though a cup like the hemisphere was very nice for a fine table decked

with china and providing a saucer for every cup, one like the cylinder, or a mug, would *stand* better and would therefore be better suited to Robinson's rougher use. Miss A. also told that one day Robinson was *sick*, with no one to take care of him, and how glad he would have been of a *sister* or any other kind friend, to *wrap* him up in *shawls* and nurse him lovingly. As she spoke the italicized words, she wrote them on the blackboard. This part of the story was repeated, as before, by pupils who needed the exercise and who pointed to the words as they spoke them.

The drawing boxes having arrived, they were searched for models that resembled in shape the things sketched on the blackboard. It was thought that the cylinder, if shorter, would do very nicely for Robinson's mug, that the square prism was somewhat like the bath-tub and that the hemisphere was *very much* like the wash-bowl and the tea-cup—and "*just* like her mother's chopping-bowl, outside" as one little girl volunteered. Because of this close and repeated resemblance, the hemisphere was chosen for special attention that day. It was held out on a level with the eye, very steadily, like a basin brimfull of water, which would spill if tipped ever so slightly, and a tablet was chosen to represent the view thus presented. Then it was held below the eye, which, looking directly down upon it, beheld the full circle. A tablet was chosen to represent this and laid on the desk above the semicircle. Paper and scissors now came into requisition, and the tablet forms were reproduced with varying degrees of success and placed in position upon a sheet of drawing paper to which they were subsequently made fast by a touch of mucilage on the back of each.

On opening their reading books, the children immediately pounced upon the bath-tub in the picture as relating this lesson to the other work of the day. The special uses of the bath-tub being discussed it was agreed that it was *not* to wash kittens in. Miss Kitty having her own form of bath by which she knew perfectly well how to keep herself clean without practicing immersion. Before proceeding to read the very interesting lesson, the children ran a race through the text in search of the four words upon the blackboard. A close identification of these words involved an exercise in spelling. The reading lesson followed, proceeding with smoothness and animation. For a writing lesson, the children were instructed and drilled upon the sentence, "Some cups are hollow hemispheres." They also wrote the four new words of reading lesson and took them home and learned to spell them orally.

For General Information Work.

By AUSTINE I. CAMP, St. Albans, Vt.

Each Monday morning let the pupils find upon the blackboard a list of questions, the answers to which will materially add to their fund of general information. The research necessitated will prove beneficial in more ways than one. Friday afternoon will be a good time to call for answers and discuss their correctness. All answers should be given without reference to notebooks. It is a good plan to make out the list upon some book that the teacher can procure for the school-room reference table for the week. Of course, the answers can be found elsewhere, and no doubt many older heads than the pupils' will con both questions and answers.

Two lists of questions upon two books are given in illustration of the idea.

CHIPS *

FROM THE EARTH'S CRUST;

OR,

SHORT STUDIES IN NATURAL SCIENCE, BY JOHN GIBSON.

What is amber and where found? What is the best proof of its vegetable origin?

What is meerschaum? Where found? For what used?

What are cameos, and from what are they made?

What is arsenic? Jet? Pumice?

What are "Scotch pebbles"?

Account for the concentric rings of the agate.

Where are fossil forests to be found?

Where are the most productive diamond fields?

Why is the diamond likely to always be a high-priced gem?

What country has been most extensively mined.

The next list is upon

A YEAR AMONG THE TREES;

OR,

THE WOODS AND BY-WAYS OF NEW ENGLAND, BY WILSON FLAGG.

What are the characteristics of a primitive forest?

What climatic results follow the diminution of forest land?

What trees afford a dense shade?

What trees have a "silver foliage"?

What trees afford flickering shadows? How?

Why is a more pleasing effect attained by looking through foliage toward the sun than away from it?

How do frost and heat affect autumn foliage?

Why is not the ash a chosen foliage tree?

What is the legend about the serpent's antipathy for the ash?

What forest tree does the apple-tree suggest by its form?

Characterize the several shapes elms assume.

What causes an abundant under-growth in an oak forest?

Name and explain the characteristics of a pine wood.

What is the "generic distinction" between fir and spruce trees?

What superstitions and traditions cluster about the mountain ash? The aspen? The sassafras?

What trees suggest by their motions human temperaments? How?

In the economy of nature, of what use are thistles?

What hues are peculiar to each season of the year?

What tree is styled the *a*. "Venus of the forest"? *b*. "Lady of the woods"? *c*. "Monarch of the forest"? *d*. "Most poetical of all trees"? *e*. "Symbol of extravagance and waste"? *f*. "Emblem of sorrow"? *g*. "Way-side tree of New England"? *h*. "Emblem of peace"? *i*. "Emblem of faith"? *j*. "Symbol of forethought"?

Account for the above characterizations.

Lessons in Knife Work. II.

By GEO. B. KILBON, Principal of Manual Training School, Springfield, Mass.

(Those who expect to practice the lessons in this article are supposed to have already provided themselves with a set of tools and a suitable bench, such as a protected table or a box placed in a chair, and to have performed acceptably all of the work laid down in the previous article.—G. B. K.)

Read carefully lesson III., page 22, K. W., till it is understood. It will take a little longer to perform than lesson I., but not as long as lesson II.

If necessary, more lines may be gauged than are shown in Fig. 13, and any other succession of measurements may be made than those suggested at the top of page 24. But, for the sake of uniformity, it is desired that finished work sent to Miss Kilbon for inspection, follow the printed directions.

The object of this lesson is to acquire skill in measuring accurately, which is the first fundamental rule of mechanics. See page 29, K. W., for a list of the four fundamental rules.

Probably $1\frac{1}{2}$ hours will be sufficient time to give to this lesson. When making measurements $\frac{1}{4}$ in. and $\frac{1}{8}$ in. do not make too many points at a time without resting the hands.

Students who have last year's file of THE SCHOOL JOURNAL preserved will do well to refer to, and re-read the article on page 441 in the issue of Dec. 5.

Read carefully lesson IV., page 24, K. W., till it is understood. Also read page 11 in THE SCHOOL JOURNAL, for Jan. 2, 1892, if the issue has been preserved.

Hold the try-square firmly with the left hand while the right hand is drawing a knife on the wood close to its blade.

More strength is needed in this lesson than in gauging, but the skill resulting from a study of conditions, and a thoughtful remembrance of them, will economize the expenditure of strength, by applying it wisely and preventing its waste. Notice especially the second paragraph on page 26 regarding the depth of the line. A practice of $1\frac{1}{2}$ hours will probably suffice for this lesson, but the directions covering hand-weariness given under gauging, are applicable here also.

At this point the four preceding lessons should be, by an adult student, thoroughly mastered. If teaching a class of children they should be reasonably well mastered by them.

Read lesson V., page 27, K. W. The object of this lesson is to give practice in gauging or squaring a line from one definite point on a board to another definite point; that is, teaching to start and stop a line at will.

Notice that gauging is always done parallel with the grain of the wood while try-squaring is always done across the grain. These two facts should be fixed in mind and remembered in all future work. Also a study should be made of the appearance of a board's surface, so that the student can readily tell at any time the direction of its grain. A reference to Fig. 35, page 34, K. W., will help in this, though the lines of grain therein shown must not be confounded with wave lines which are sometimes seen on wood, crossing the grain, and which are caused by the trembling of the planer head while the boards were being planed. About $1\frac{1}{2}$ hours will suffice for this lesson.

Read carefully lesson VI., page 28, K. W., and follow its directions. It gives practice in a class of gauging which is an advance on the preceding. The designations side, edge, and end of a board, explained in Fig. 22, need to be memorized.

All of the boards used in previous lessons can be utilized for the practice described in this lesson, or at least as many as are necessary for its mastery.

With lesson VII. we cease to use material which has been previously sawed to regular form, and begin to cut regular forms from wood $\frac{1}{4}$ in. thick. Our chief effort will be to finish each form accurately to lines made on one side of it, though a secondary effort will be to so hold the knife as to cut the edges of each form perpendicular to its face.

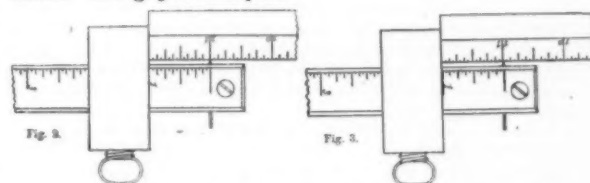
Read carefully lesson VII. Memorize the four fundamental rules on page 29, as they are important and will be as constantly practiced as the four fundamental rules of arithmetic are in that study.

The $\frac{1}{4}$ in. material furnished for this and the following lessons to lesson XXIII, is about 16 in. long \times 7 in. wide. In the manner directed in the first four lines on page 20, K. W., cut one such board in strips about $2\frac{1}{2}$ in. wide and from these as each lesson in succession directs, cut roughly pieces $2\frac{1}{4}$ in. or $3\frac{1}{4}$ in. long.

In testing, as in Fig. 25, page 30, use judgment. If faint streaks of light show in places do not condemn the test as it will hardly be possible for a beginner to make an absolutely perfect edge. But the try-square blade must not rock on the wood, that is it must not touch the middle and fail to touch at the ends, as in Fig. 1 below.

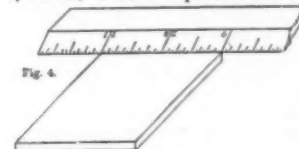
Directions concerning cutting with the grain, given in connection with Fig. 27, page 31, are important, and must be understood and remembered in future work.

Directions on page 32 about setting the gauge *plus* are important. In Fig. 2, below, the gauge is set on the middle of the graduation. In Fig. 3 it is set *plus*.



In cutting both of the edges and the first end of the problem the knife is held, as in Fig. 24, page 30. For cutting the second end other directions are given in connection with Figs. 32, 33, and 34, though this second end may be also cut in the same manner as the first end and the sides.

When the problem is complete, test it with the rule, as in Fig. 4 below, to see if it proves to be 2 in. long, and 2 in. wide.



Observe that the first inch of the rule is not used. This is because a better test can thus be made.

Test the problem also with the try-square to see if its ends are square with the edge first made. This first edge

should have the penciled tried mark, as in Fig. 26, K. W.

If the problem does not pass the tests to your satisfaction take a second piece of wood and try again, and if necessary a third piece. Should the third trial fail to satisfy you, it would be better to send the three to Miss Kilbon, numbering them in the order made. Her criticism of them will be more valuable in such a case if all three are sent. It sometimes happens that a student's apprehension of accuracy is so keen, that the impossible is attempted, and discouragement results.

Prof. Woodward, of St. Louis, thus describes the ideal shop-teacher:

"This new type of teacher is not a common article as yet. He is still a curiosity, and visitors to a school fortunate enough to have one spend most of their time watching him and his work. Let me give an account of him and present his picture.

This man has never served his time—that is, he has not spent from three to seven years earning his living while learning the mechanical processes and the business management of a single trade. His knowledge of applied mechanics differs from that of the ordinary workman as the mathematical training of a senior wrangler differs from the art of a lightning calculator. Under a variety of expert teachers he has mastered the principles and become familiar with many crafts; he has studied a wide range of tools and materials, and is equally at home at every bench.

But he is much more than a master mechanic; he is a draughtsman, almost an artist, ready to sketch an engine or a pump, to find the shade and shadows of a Greek vase, or to give a "chalk talk" illustrating Longfellow's "Bridge" before his class. Then he is somewhat of a scientist, and he sees how truly the principles of a lever and the inclined plane underlie all mechanical operations; he has experimented upon the effects of heat on metals, and has studied the dynamics of elastic fluids.

Moreover, he is gifted with speech and has some knowledge of his vernacular. He never says, "I know, but I can't express it," for he can express it either in words, by drawings, or in the concrete—that is, provided the thought is clear. If the thought is not clear, he knows that there can be no clear expression. He is sufficiently a psychologist to know how to work out a clear thought when one is within his reach.

He has no reputation for superior workmanship; he has never invented a valve motion nor a motor, nor is he the author of a text-book on any subject; but he has a level head, a clear voice, a steady hand, a confident look, and a reassuring smile.

Yes, he is a rare man, and he has been rarely trained, but I will be satisfied with nothing less for my shop teacher."



By SARAH E. SCALES, Lowell, Mass.

From gold to gray
Our mild sweet day
Of Indian summer fades too soon:
But tenderly
Above the sea
Hangs, white and calm, the hunter's moon,

—Whittier.

(The object of this series of monthly outlines for nature studies is to call attention to what ought to be seen, and to keep the children in touch with nature, rather than an accumulation of scientific detail or facts. Let the teacher make upon blackboard vertical columns, and place headings, as "Animals," "Weather," etc., over each column, and as fast as any one observes, note the object in the appropriate place. At end of month, a natural history calendar of the month will be had. The special lessons will be developed suitably in class.)

—S. E. S.

THE HEAVENS.

(Astronomy.)

By Day.—Time of sun's rising and setting on 1st, and 31st of month. Conclusion, diminished day. Average, 9 hours generally. Note midday sun. Its position lower and lower each day in the heavens at this time. This will continue till winter solstice.

Late October or early November bring to us that beautiful time known as Indian summer in this country, and in England as The summer of St. Martin. It is celebrated in song and prose. See when it occurs, and characteristics.

Morning Star, Venus, as before; cooler mornings. Notice great changes. Look at the setting sun; note its reflections, called by Thoreau "November Lights."

By Night—Moon's Phases.—Full moon, 4; Last quarter, 11; New Moon, 19; First quarter, 27.



Last month's moon was called the Harvest Moon, this one is known as the Hunter's Moon. Both are notable in poetry. Have children look at the moon at night, and notice these phases, the crescent shape, the curving of the horns, and in what direction they point. Note succeeding moons and see if the shapes vary ever during the several quarters.

Evening stars, Jupiter, Mars, Mercury, 22. (Eclipse of the moon, November 4, not visible to us.)

The November Meteors.—Annually the earth in its orbit passes through the orbit of these meteors, and they are readily observed at this time. This is not the year for a great display, but some may perhaps be seen. They are generally visible on November 11 or 12, and seem to diverge from a point in the constellation Leo, which is visible at early morning from 4 o'clock to daylight. Look for them, perchance some early riser may see some. Any phenomena, as northern lights, observed. Constellations as last month; with Pegasus, noted for its great square, overhead in the early part of the month, Pleiades and Hyades, E. S. E., rising early in the evening.

THE EARTH.

(Geology.)

The ground. Less heat and sunlight, so it is colder, and not so much evaporation; moisture in soil increases. Vegetation being dead, the water runs through the ground more easily. Springs and wells are filled up for winter use. The Indians, it is said, never looked for winter till the springs were full.

Note how deep the frost penetrates, and kinds of. Light frosts, seen upon what substances? Why frost is not seen on everything. Covering the ground with straw, leaves, etc., in northern latitudes how effects the ground and plants? Effect upon ground by heavy rains. What is carried by the water and deposited. Look for pebbles, rocks, and sand. Inference, importance of water as an agent in land making.

THE WEATHER.

(Meteorology.)

Record as last month. Temperature compared with previous month. Prevailing winds, warm or cold? Notice the storms or rains particularly, from what direction have they come, and to what extent prevail?

Note frosts and dates of freezing of the ground. White and black frosts, so called; difference. Snow; any fallen and how deep. Ice on ponds, lakes, and rivers, to what extent? Influence of the weather on vegetation and animals.

VEGETABLE LIFE.

(Botany.)

Observe the trees after the leaves have fallen and note trunk, bark, and branching.

Note the twigs, and observe from different specimens the mode of branching, opposite or alternate, or whorled, in the pine family. Also see if you can distinguish the new growth. The elm, birch, beech, willow, and oak will afford familiar examples of the alternate; the maple and horse-chestnut of the opposite arrangement. (Reserve the pine family for next month.)

Special lessons. Buds.

Preparation for winter shown in the construction of the buds. Take large scaly buds of the horse-chestnut, hickory, plane tree, or button wood and balm-of-gilead. See how covered with scales, varnished to keep out cold, and protected inside with woolly substance.

Note the leaf scars, and bud concealed in base of leaf stalk of the plane tree, if it can be found. Leave the matter of the growth till spring.

See what provision is made to perpetuate the plant life; in the matter of buds, being winter killed, numerous others stand ready to take their place, if needed.

Bark of trees, etc., smooth or rough. Find a number of examples, and notice old grape vine, basswood or birch, for broken bark.

Low plants or herbs. Three kinds: annual, one year, reproduced by seed; biennial, two years, and perennial, growing every year from roots underground. Find examples growing of each kind, if possible. Grass, annual or perennial. Measures that can be taken to preserve it.

Flowers, what alive; what died since the last month? Mints, chickweed, shepherd's purse, and some other hardy weeds will be found late.

Fruits; any found growing this month, of either kind, fleshy or dry. (Walnuts or hickory nuts, are found in early November just fallen.) Seeds of many plants, are still found on the plant. This is well known to the late birds.) Collections still made. General inference as to effect on vegetation of the length of day.

ANIMAL LIFE.

(Zoology.)

Man.—Changes made in clothing. Materials used, general color, thickness, and texture. Wool obtained where? Furs? Special lesson on the sheep can be made here, and the preparation of the wool for clothing. Incidental reference to the trade of the tailor will be seasonable.

Animals.—Notice these animals that construct winter homes, lay in a stock of food and stay there till spring, or forage in winter. Squirrels, foxes, woodchucks or marmots, raccoons and wild rabbits, etc. These are all fur bearing animals common in most localities. Perhaps in some localities bears or other wild animals may be seen. Animals that hibernate or bury themselves, without food till spring. Ex. Frogs, toads, mud turtles, and insects. Have they all gone into winter quarters?

Birds.—Summer ones remaining. Last to go. Winter birds arrived. Resident ones seen, as owls, hawks, etc. Flight of the wild geese and sea fowl. Has it taken place. Note weather following.

Gallinaceous birds or scratchers; take the turkey as a type. Other examples, hens, pigeons, wild pheasants, or partridges, and quail.

Thanksgiving turkey. Special lesson may be given, as it is seen in great numbers in the markets and is common, and the different parts—feathers, wings and legs—can be examined at home readily.

Insects.—Any butterflies, or other insects seen. Winter homes of the bees and ants. How do they live through the winter?

Fishes.—What and where are they. Do they die?

Domestic animals, as cows, horses, cats, and dogs, etc., that have hair or hide coverings, dependent upon whom for care in winter regions. What kind of care should they receive? Note any facts observed.

Notable days, festivals, etc.

Election day.

Thanksgiving.

READINGS AND MEMORY GEMS.

The Death of the Flowers, Bryant.

The Children's Gardens, Miss Alcott.

The New Moon, Miss Ingelow.

The Children in the Moon.

Eliot's Poetry for Children.

The Mountain and the Squirrel, Emerson.

Ceres and Proserpine.

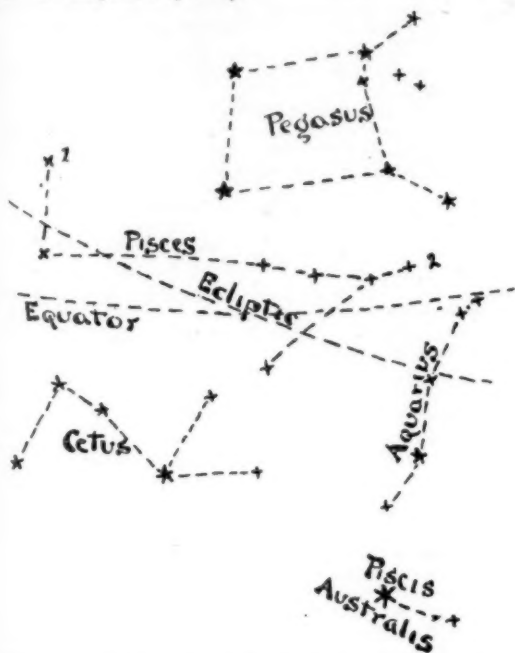
The Rainy Day, Longfellow.

In case of snow, read The First Snowfall, Lowell. Other seasonable literature.

Lessons on the Stars. II.

THE ZODIAC—NOVEMBER.

These lessons are limited to the Zodiac region; here the planets, the moon, and the sun are to be found; it is the important part of the sky. By taking up the study of the Zodiac, one constellation at a time, each month, a good knowledge of it may be obtained in a year, very easily.



The constellation studied last month was Aquarius; for this month (November) it is Pisces (the Fishes). It is supposed that in Pisces there are two fishes connected by a string. It is made up of small stars and not easily recognized. The head of the east fish is at 1; west fish at 2. Find the "great square" of Pegasus; it is to the right and above Pisces. The fish with Fomalhaut in his head is another fish, and does not belong to Pisces.

[T. W. W. writes: "The Dipper is in Sagittarius, not Aquarius." Thanks.—E.DS.]

A Country Reading Class.

By FLORENCE E. STRYKER, Burlington, N. J.

Thanksgiving was over and the "big" boys and girls were coming in for the winter. The teacher, young and inexperienced, watched them shyly. They were rough, honest, simple-hearted, ignorant, fresh from the fields and farm-houses, eager for a little knowledge and a great deal of fun.

Still they brought an added interest into the school life, even if the work and discipline seemed harder, and soon nearly all the lessons, grammar, arithmetic, geography, etc., began to work in quite smoothly. All but the reading class! That was a weary time, as the little assembly of men and women, for in thought and manner some of them were truly mature, gathered around the well-worn Sixth Readers, and with the patience of indifference ground out the prose and poetry and historical selections they had read for the last two winters; then the heart of the teacher sank.

She must do something, but what should she do?

One evening, as she sat alone reading her Shakespeare, an inspiration came. They should know Shakespeare, too. She would get the "Merchant of Venice" and let them read it. Then she wavered—was it sacrilege? Would they understand it. Perhaps not, and they might lose even the little interest they now possessed. Finally, she determined to try, and invested in a number of little paper school editions,—for the committee absolutely refused to pay for "such extravagances,"—and brought them to school one winter's day. She gave them, first, a little talk. Told them of the great master who lived so long ago in the little town on the Avon. Of his life, his boyish scrapes, his after troubles and triumphs, and the immortality he has left behind him.

The next day they began to read the play. The story pleased them, the notes carefully explained by the teacher showed the meanings of the queer, old-fashioned words. The constant dialogue movement kept up the interest. In a little while the reading hour became one of the events of the day. How the big boys

learned quotations and quoted them to the Jessicas of their fancy! And the big girls, how they laughed with pride and amusement at Portia's devices! There was wild excitement the day they read the "Trial Scene." When the dear little books were finished, the class eagerly asked for more, and this time the teacher did not have to buy them. They now entered the "Palace Wood" and met Titania in the "Midsummer Night's Dream."

By the time that was finished, the three months allowed by law were over. Spring had come, the boys were off to the fields, the girls to the farm kitchens. But the power of the little books still lingered, and the teacher noticed on her spring round of visits, the familiar volumes resting in state on parlor tables in many a farmhouse. Surely, she thought, some good had been gained. It had seemed ridiculous at first, a Shakespeare class in Green Meadow school-house. But those boys and girls had felt, even if dimly, the beauty of literature's greatest master.

Was it not something that she had pushed open a little wider the door that leads into the realm of "sweetness and light"?

English at Harvard.

The question of making the entrance examinations into Harvard college in English harder than at present, is being discussed. The matter has been forcibly brought to public attention by a report of the committee on composition and rhetoric appointed by the board of overseers.

"In Harvard, English composition is the one study absolutely prescribed during the first three years of the course. The committee has estimated that in these required courses and the electives for advanced work in the same subject, the number of separate exercises annually handed in to all the instructors of the English department is 38,000. In commenting on this matter the committee says:

"A cursory examination of a fractional mass of this immense part of written matter led your committee to entertain grave doubts whether the difficulty in the situation, as it now exists, as is apparent in the overtasked condition of the instructors in the English department, was not largely due to defective and inadequate training in the preparatory schools. In other words, as the department is now organized under the existing standards of admission, the college seems to be compelled during the freshman year to do a vast amount of elementary educational work which should be done in the preparatory schools.

"The age of admission has been gradually raised, until now the average student entering the freshman class is nineteen years old, instead of seventeen years old as formerly, and it would certainly seem not unreasonable to insist that young men nineteen years of age who present themselves for a college education should be able not only to speak, but to write their mother tongue with ease and correctness. It is obviously absurd that the college—the institution of higher education—should be called upon to turn aside from its proper functions and devote its means and the time of its instructors to the task of imparting elementary instruction which should be given even in ordinary grammar schools, much more in those higher academic institutions intended to prepare select youth for a university course. Nevertheless, the statement in the college catalogue of the course of instruction prescribed during the freshman year, and a slight examination of the papers handed in during that year, satisfied the committee that the students were in this respect imperfectly prepared, and that a large amount of work not properly belonging to it was consequently imposed upon the college."

"Accordingly, the committee decided to begin its work with the methods of instruction in the preparatory schools. To this end all the members of last year's freshman class were required to write in the lecture room a paper setting forth the methods of instruction in the school from which the writer had come. In its report the committee has printed many of these papers, and some of them in fac-simile. They are an interesting study, as affording complete evidence of the training in English given by the best New England fitting schools. The work of some of these students, who though presented by these schools were nevertheless conditioned in entrance English, is almost grotesque.

"The committee closes its report with the emphatic recommendation that the student who presents himself for admission to the college and who cannot write the English language with facility and correctness, should be sent back to the preparatory school, to remain there until he can so write it."

The following will indicate the amount of preparation in English necessary for admission to Leland Stanford Junior university:

1. Every applicant will be required to write an essay correct in spelling, punctuation, sentence-structure, and paragraphing, on a subject drawn from one or more of the books in the following list, and will be tested upon his ability to write from dictation, to quote accurately, to outline symmetrically, and to explain allusions and other difficulties of thought and expression. *Poetry and the Drama*: Shakespeare's Merchant of Venice and Julius Caesar; Scott's Lady of the Lake; Whittier's Snow-Bound; Longfellow's Evangeline. *Prose*: Irving's Sketch-Book; Thackeray's English Humourists; the Sir Roger de Coverley Papers from the Spectator; Scott's Antiquary; Macaulay's Essay on Addison; Macaulay's Life of Johnson. (The equivalent of two years in the high school.)

Substantial equivalents, such as the books prescribed by the University of California or by Harvard university, will be accepted in 1892, instead of any or all of the books in this list.

Supplementary.

The Alphabet Sisters.

(An exercise for twenty-seven girls.)

By A. L. R., New York City.

(The twenty-six girls, representing the alphabet, should dress alike in black dresses, white aprons, collars, and caps. Caps may be made like an ordinary sweeping cap. Each girl wears a letter on the waist of her dress. It should be made of white pasteboard to be as conspicuous as possible.)

Language, who introduces the sisters, wears a long dress, entirely covered with strips of newspaper. Her girdle should be of white with *Language* in large black letters. She wears a helmet on her head, also bearing the word *Language*, and carries a scroll in her hand.

The characters enter, *Language* leading, and take their places in a semicircle. *Language* stands a little in advance of the others, and at one side.)

Language. (Standing.) Ladies and gentlemen, I have the pleasure of introducing to you the alphabet sisters, a well-known, and very useful family. As you must know, their lineage is very ancient. In fact, no one knows just when the family was founded. It is not my purpose to give any extended account of the family. Suffice it to say that it is a very large and influential one. No matter where you go you will find some branch of it, in France, China, and Patagonia, on

"Greenland's icy mountains
And India's coral strand,"

to use the words of the poet.

These different branches are all related. Some of them look much alike, while others as the Hebrew, Chinese, and Latin differ so much that one can hardly credit the relationship.

These sisters are very useful. No matter how proud and aristocratic you are you cannot be independent of your good friends, the Alphabet sisters. You cannot write a letter, nor speak a word unless they help you. The Esquimo cannot get along without them, the Arabs need their aid, and even savages have to use them.

There is not much family resemblance among these sisters. Take *S*, for instance, she is as crooked as can be, yet she is own sister to *I* who is as straight as a soldier. *J* and *I* look much alike, only the toes of *J*'s boots turn up in a peculiar manner. Then there is *O*; what a perfect little roly-poly she is! (*The letters step out on the stage as their names are mentioned and bow.*) However, in spite of these varieties in type I am sure that you will agree that they are a very good looking family. I have brought the sisters here to-day because some of them have grievances which they desire to bring before this worthy company. (*P, H, G, R, and others raise their hands.*) Have patience a moment, and you shall be heard. Sometimes, it may be because children should be seen and not heard, some of these sisters work very hard and do not get any credit for it. *P*, and *H*, especially, complain because they bear their share of the family burden, and *F*, gets all the credit due them. Just illustrate my meaning. (*The letters arrange themselves so as to spell geography.*) There! you see the point that I wish to make? Unless you were familiar with our spelling you would not know of the presence of the hard working *P* and *H* in this group of sisters. But I see *P* wishes to speak.

P. (Rising.) I don't mind work—it isn't that, but I like some credit for it.

H. So should I. It is an ungrateful task to be a *silent* letter.

F. You all act as though it were my fault. I don't want anything I don't work for. I can't help it if people will pronounce and spell in such an outlandish way.

Language. That is a fair illustration of their feelings upon the subject. Time would fail me to name all the similar cases. But I fear it is too late to remedy these injustices, and I turn to another grievance, the very common slight given to our good friend *H*. Her sisters, as well as she herself, are justly indignant, for they have often talked this over in the bosom of the family. But *H* shall speak for herself.

H. I get slighted on every side, and I am the most abused letter in the whole twenty-six. I'm ignored half the time, and people go on saying *wen* and *wich* and *wot* and *were* and *wite*. It is enough to make me wonder what I was made for.

Language. Suppose you illustrate. Let our guests see how strange these words would look if spelled without you. (*Letters arrange themselves and spell when, why, etc., then they spell wen, wy, etc.*)

H. It is not necessary to mention my treatment across the water, where the bright students burn the midnight *hoil* in the *'alls* of learning. I see that *R* is anxious to speak, and I leave the floor to her.

R. I think I have my own share of troubles. I am mentioned in words where I do not belong, and left out of other words when I do my duty faithfully. Sometimes I am joined to *W* in a most idiotic manner. People go to *lawr*, they find the air *rawr*, or perhaps they *sawr* somebody. I wish I had no ears sometimes, I get so disgusted!

Language. You forgot to mention a very usual mistake—the pronunciation of *cärd*, *härd*, etc., as *hod*, *cod*.

R. (Wiping her eyes.) There is no use. If I once began I should take all the time, and *G* is dying to speak.

G. If any one has reason to complain I am sure it is I. I am always at my post finishing up words for people, but they are ungrateful enough to keep on eatin' and drinkin' and laughin' and cryin' and walkin' and talkin', and goodness only knows what not. If this sort of thing keeps up, I am going to strike!

I. I have had nothing to say, but it seemed to me when my sisters were speaking of being slighted, that I would enjoy it for a change. I am always hearing my own name. With a certain class of people I am the hardest worked of all the letters.

Language. Our time has expired, and we must spare our friends. No doubt we could keep on indefinitely, but we forbear. We thank you, ladies and gentlemen, for your forbearance, and hope that if you hear any one making the mistakes and omissions mentioned here, you will tell them of the anguish felt by these loyal Alphabet sisters. Of course, none of you are guilty of such blunders. (*All go out. Language leading.*)

Nothing to Do.

(The boy who recites this holds his hands in his pockets, and wears a discontented look on his face.)

I have shot my arrows and spun my top,
And banded my last new ball,
I trundled my hoop till I had to stop,
And I swung till I got a fall;
I tumbled my books all out of the shelves,
And hunted the pictures through;
I've flung them where they may sort themselves,
And now I have nothing to do.

The tower of Babel I built of blocks
Came down with a crash to the floor,
My train of cars ran over the rocks,
I'll warrant they'll run no more;
I've raced with Grip till I'm out of breath,
My slate is broken in two,
So I can't draw monkeys: I'm tired to death,
Because I have nothing to do.

The boys have gone to the pond to fish
They bothered me, too, to go,
But for fun like that I hadn't a wish,
For I think it's mighty slow
To sit all day at the end of a rod
For the sake of a minnow or two,
Or to land, at the farthest, an eel on the sod—
I'd rather have nothing to do.

I wish I was poor Jim Foster's son,
For he seems so happy and gay,
When his wood is chopped and his work all done,
With his little half hour to play;
He neither has book nor top nor ball,
Yet he's singing the whole day through,
But then he never is tired at all,
Because he has something to do.

—Selected.

Thanksgiving Lesson.

By L. S., OAKES, N. Y.

It was in the springtime the farmer went out,
And fields that were fertile he saw all about;
Then he fixed the ground ready and put in the seed,
And hoped that the sunshine its sprouting would feed.

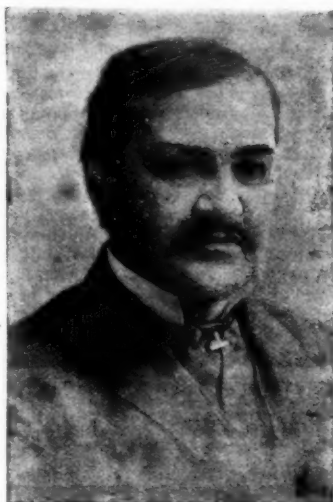
It was in the summer the farmer went out
And fields green and growing he saw all about.
He remarked, the while hoeing and pulling the weeds,
"I'm sure of a harvest from most of my seeds."

'Twas near early autumn this farmer went out,
And fields that had ripened he saw all about;
Then he thrust in his sickle and bound up the sheaves,
And placed in his barn with the wide-spreading eaves.

It was in the winter this farmer stayed in
Enjoying the treasures from many a bin,
And thought as he looked at his generous store,
"What favors kind Heaven upon me doth pour!"

From this busy man can a lesson be learned
By all who for plentiful harvests have yearned;
If we wish to count blessings on Thanksgiving day,
We must work while the springtime and summer are gay,

The Educational Field.



George C. Howland.

Ex-Supt. Howland was born in Conway, Mass., in 1824. He worked on a farm with his father till he was of age, when he fitted himself for college at the high school of his native town and at Williston seminary, East Hampton. He completed his preliminary education, and then took a full four years' course at Amherst, graduating in 1850 with high honors.

For two years Mr. Howland taught in the public schools of Massachusetts, and then he returned to Amherst as tutor and instructor. He was there in these positions for five years.

He went to Chicago in 1858, and was a teacher in the Chicago high school for two years, when he was elected principal, which position he held for twenty years. In 1880 he was elected superintendent of public schools, which position he held for eleven years, when he resigned.

Soon after, Mr. Howland made a European tour of brief duration. He then returned to his farm in Massachusetts and remained there until about five weeks ago when he went to Chicago, where he intended to pass the winter.

On October 23, he died suddenly alone in his room at Chicago from heart failure.

It was during the twenty years from 1860 to 1880 that Mr. Howland's great life work as an educator was done. The best energies of his life were put forth in keeping the Chicago schools abreast with the educational spirit of the time, but his influence and scope as an educator extended over the whole country. He was a firm believer in the new time methods of instruction, and labored zealously to bring about a change from the old dull routine of school work. In his own words he believed "the one great thing needed in our schools, public or private, is that spirit of humanity and culture which shall make their life healthful, happy, and progressive, the well-spring of an upright, true, cultured manhood and womanhood, and a willing, working, watchful, and faithful citizenship."

Notwithstanding his busy life, Mr. Howland found time for literary work. His little book "Hints to Public School Teachers" was an inspiration to teachers. Several Latin classics have been translated by him, and at this time an English grammar from his pen is in the hands of the printer.

Supt. A. G. Lane, of the Chicago schools, says: "I was associated with Professor Howland in many official capacities and he always won admiration on all sides for his splendid ability as an executive. His fame as an educator and literary man spreads all over the country. The National Teachers' Association found in him a great friend and worker. When I say that he was the most beloved character that ever ruled the Chicago schools, I speak the sentiment of the whole department. His worth could not be estimated too highly. The public school system of Chicago is the product of his labors."

At a recent teachers' institute in Kingston, N. Y., the question came up: "Name five faults common to teachers generally?" The teachers began to name faults, of course of other teachers and not their own, as follows: "Lack of interest in their work." "Get too much in one rut." "Being impatient with the pupils." "Using too loud a voice." "Making rules that are not carried out."

Rhode Island Institute of Instruction.

The annual meeting was held at Providence, Nov. 3, 4, 5, President George F. Weston in the chair.

Gilman C. Fisher, superintendent of public schools of Pawtucket spoke on "The Essentials of Geography:"

"What must we do under the present circumstances in teaching 'Geography.' First, if you are teaching out of a book, you must stop it. You must stand up before your pupils so full of your subject that notes would trouble you. Second, you must use the molding table in every grade. You need it to teach elevation, a subject of great importance. Give in their proper places lessons concerning the sun and rain. In teaching mathematical geography you should have a slatted globe. When you have thought about the natural water supply, you are ready for river basins, a most interesting subject. All the land there is embraced in the river basins. For molding there isn't anything better than sand, but for a permanent relief map there is nothing better than paper pulp. Third, do away with construction lines in map drawing. Draw just what you want for your purpose. Don't feel bound to elaborate. If you are teaching the Mississippi river, draw that and nothing else. I do not mean to say that for certain purposes, however, you may not draw a whole grand division, but in drawing let the pupils do that first which they remember best, and one thing will help another. Draw off hand. Fourth, teach cause and effect. In Europe the great cities are capitals, here the smallest cities are. There they are under powerful central governments, here the people tear too much of such power. Productions naturally come under the head of cause and effect. In this connection comes the subject of exports. Every county has almost, without exception, some preponderating class of exports. Fifth, don't let the work drop down to be trivial and unimportant; hold it up and make it graphic and entertaining. Here is a subject of interest and importance, the wearing and building up of coast lines. Drawing, molding, and geography should be blended together. Geography must be made a framework for elementary science. If you do this sort of teaching, you will force the superintendents to take a new attitude. I believe in freedom and help for each teacher. The days for iron-clad examinations have gone by. The day has come when the people should rely on the teachers more. Teach geography in the right way and you will not only lift the children up, but will lift yourselves."

Principal Louis H. Meader presented the subject of "Map Work is an Aid to History Teaching." He advocated the use of colored maps when studying the territorial development of the United States and believed the map to be the best approach to the history of all ages. "The Federal Constitution" was next treated by Principal J. Milton Hall. The speaker believed that one of the ways to instruct foreign children in Americanism was to teach them the forms of our government by studying the Constitution of the United States. This subject was followed by "What Can the Average Grammar School Graduate be Expected to Know on the Subject of Language?" Language is a growth, as a tree with branches. It has a central stem, technical grammar. What is the feeding ground of the plant? First the home; then the street; third place, society, and lastly the school. A main branch of the central stem is oral expression and this should receive more attention in the schools. A discussion followed here in regard to the amount of time which should be given to the correction of the written work of the pupils. Supt. Powell, of Washington, D. C., read a paper on the "Proper Preparation for Learning to Read." The speaker outlined the most advantageous methods of teaching children in this manner, the subjects to be chosen and the gradation employed to keep pace with the growing understanding. The subject matter should follow in logical sequence and not allow the complexity of the subject to be in advance of the reading. If these be adhered to, much of the existing complaint concerning the variety and complexity of the subjects now utilized in the public schools would be done away with. Elementary readers dealing with botany, natural history, geography, etc., should be employed not to gain additional knowledge in these subjects, but to accustom the student to cultivate observation and make proper deductions and translations of the subject matter. Principal J. E. Mowry followed on "Sight Reading in Grammar Schools." Principal A. J. Manchester discussed "Good Articulation: How to Secure It." Miss Taylor, supervisor of culture in the Pawtucket schools, read a paper on the Ling system. Dr. Haswell, supervisor of physical education in Boston schools, spoke in the evening on "Physical Culture in Europe and America."

On Friday morning, Charles E. Adams, of the Salem normal school read a paper on "Elementary Science in Grammar and High Schools." Mrs. M. E. A. Gleason, of Boston, discussed the recent tobacco law.

Primary work was taken up at the afternoon session. Mrs. E. C. Hand, principal of Pawtucket training school, read a paper on "Moral Training in the Primary Schools." A series of short talks followed on "Aids and Devices in Primary Work." Miss Frazer supervisor of drawing talked on "Drawing and Modeling." Miss Greeley, of Pawtucket, on "Busy Work;" Mr. Sawin read a paper on "Number;" and Miss Brassill, of Quincy, talked on "Nature Study."

At the time of the primary meeting the high school department held a session. Principal Grant, of the Providence manual training school, discussed "The Classics in the Public Schools." Mr. Samuel Thurbar, master of Girls' high school, Boston, spoke on, "To What End do High Schools Teach English?" Gov. Brown spoke before the general meeting at the evening session.

On Saturday morning Rev. A. E. Winship, of Boston, spoke on "The Teacher as a Reader." "The teachers must read as teachers, and until they do this we shall have no profession. One of the stepping stones to professional life is reading, and, if we do not read as teachers, we can claim no place as professional teacher. The teacher is daily with the children, and the duty is, not to make children men. They are simply preparing

every boy and girl for the next year's work, to make a 13-year-old boy or girl so that he or she shall be the best 14-year-old boy or girl that can be made out of him. A teacher who assumes to make a man out of a little fellow loses the opportunity. The teacher needs to know and to be continually knowing, the needs of an elastic mind. No person living can teach school who is not a learner."

John T. Prince, of Massachusetts, followed with a paper on "School Incentives." After the usual business formalities the meeting adjourned.

Central Ohio Teachers' Association.

A large representation of this body convened at Columbus, November 4, 5. Sixteen hundred teachers were in attendance. Prof. Brown, principal of Columbus high school, welcomed the teachers and President J. C. Hanna, of Columbus, delivered an address on the work of the teacher, arguing that the true teacher must have a broader culture to comprehend high ideals and urging the necessity of a great awakening on the part of teachers to the need of special training for the work. Supt. Greenwood, of Kansas City, pointed out "What to Look for in Teaching." He gave it as a law that when crystallization sets in, life is ended, and made the application by saying that a system of schools can never rise higher than the ideals of the public and those engaged in teaching. He believed in richness in teaching and not in skim milk. Professors Fitzpatrick, of Omaha, Burns, of Canton, and Mertz, of Sandusky, briefly responded to invitations to speak at this point.

"An Educational Retrospect and Its Lesson," was the subject of a paper by Professor Charles L. Loos, Jr., of Dayton. He reviewed the systems of education of past ages and of other countries, and showed how the coming of Christ changed the course of history and laid the foundation of the new education. Education is the handmaid of religion.

The annual evening address was given by Rev. Nathan C. Schaffer, D. D., principal of the normal school at Kutztown, Pa. He emphasized the difference between symbols and things as applied to teaching and the loss of time that followed the reversal of nature's laws. In conclusion he asked, "What makes men great?" He answered the question by saying it was not money nor learning, but molding the minds of others. He drew a striking and eloquent contrast between the characters and lives of Pestalozzi, the friend and teacher of children, and Napoleon, the destroyer of thousands. The address claimed the closest attention of the audience and was frequently applauded.

On Saturday morning R. W. Stevenson, Ph. D., secretary of the National Association, spoke on "Informality in Teaching." He spoke of two classes of persons who are always informal. They are the ignorant and uncultivated, and the genius. The sight of a child, prompted by its own impulse, expressing its feelings in language original and grotesque, in this conventional age, is amusing and attractive. He is called a little heathen and an imperturbable nuisance when he comes to school. We produce our ropes of forms and rules and begin the process of tying him into an ideal bundle of morality and conventionality. Sometimes he is tied so tightly that he is compressed into a small package of stupidity and insipidity.

The genius in teaching ignores all forms and rules. He throws even the principles of pedagogy to the winds, and psychology to the dogs. He is all aglow with interest, and he arouses attention by his inspiration. He sees as clearly under his magic touch, with his mental eye, the working of the young minds, as he does their movements on the playground, with his physical eye.

Supt. Andrew S. Draper, of Cleveland public schools, met with a hearty welcome, and addressed the convention upon "The Authority of the State in the Education of her Children." He gave the different theories held since earliest days in regard to schools down to the present day when the position is taken that all the property of the people must contribute to the education of all the children of the people, as a necessary means of securing the public safety, and promoting the highest well-being of the country.

Mr. Draper urged that the interests of the schools had been left too largely to local committees, and that the growth of the country called for alert general action. A policy must be outlined which is the result of the world's experience and it must be enforced. This can only be done by the authority of the states, for they alone possess the power to do it.

The speaker then pointed out the necessity of general supervision of school-houses as is much more important than the general supervision of mines and factories, as to the wisdom of which there is no disagreement. He advocated a more substantial and professional teaching service. The force is too largely composed of immature girls or persons who cannot prosecute any other employment successfully. The necessity of a scholarship basis, and of subsequent professional training in normal schools is imperative. The tenure of position must be more secure and a policy entered upon which will make the teaching service broader and more substantial. He thought the work of the schools should be defined. Everything was being cast upon them and there was too much experimentation. The schools must be within reach

of every home. Let the legislature determine about what they must do and take measures to see that they do it. He also emphasized the importance of adequate compulsory attendance laws. All the governments of Europe attend to this matter sharply and at large cost. We have done very little and done that poorly. There is even more necessity for it here than there, and the necessity is steadily growing.

Mr. Draper closed by saying: "The school system needs strengthening. It needs strengthening at the top, but it needs it more at the bottom. It has weaknesses which are inherent. It has friends who are misguided. It has opponents who are unreasonable. The house needs to be put in order, and there should be no delay in doing it. We can be satisfied with nothing less than a public school system which has all the requisite appliances, and a competent professional teacher within reach of every American child."

Professor Reynold Janney, of Chillicothe, followed with a paper, "Let Our Teaching be Creative." After the usual report of resolutions the session closed, with the general feeling that the meeting had been as instructive as it had been full of interest.

The articles by Dr. Rice in the *Forum* have attracted wide attention. The *Star* of Glens Falls says concerning the article on the schools of Baltimore:

"The mistakes in Baltimore are the same as those everywhere else; the system of perpetual cramming of the memory leaves the reasoning powers all untouched. The teachers apparently have no time to teach the young ones to think, if indeed they know how to think. Dr. Rice is doubtful on that point somewhat. Next to the evil of cramming is want of supervision by the higher powers. On this Dr. Rice lays great stress. To an unprejudiced outsider, however, it appears that there is too much supervising of the teachers already, so that the public school teacher bids fair in time to be as much be-bossed as the girl clerks in a dry goods store. This eternal supervision and subsupervision does not bring good results. It tends to make mere eye servers, and should not be applied to the instructors of young Americans. A better way will be to pay such wages to the ordinary teacher as will attract superior women into the field—then employ only superior women. A teacher worthy the name will care for something more than drawing her monthly wage."

Preparations for the great bazaar to be held in Boston, Dec. 5-10, for the benefit of the Boston Teachers' Benefit Association are rapidly going forward. A good time is certain, and a financial success is earnestly hoped for.

This association has about 1,000 teachers in the Boston public schools as its membership, and they are making this strong effort for the purpose of increasing the permanent fund. When this fund shall reach \$60,000, it is expected that annuitants will receive sixty per cent. of their salaries at retiring provided that no annuity shall exceed \$600. The Fair enterprise is receiving the support of the citizens of Boston of the highest social and literary standing. The "Bazaar Book," under the care of Mr. M. T. Pritchard, master of the Comins school, Boston, Mass., as editor and manager, will be a souvenir of rare literary merit that will be enjoyed by teachers everywhere.

The Clinton county teachers are a live set of people. They met at Rouse's Point, and discussed "Absence and Tardiness" on Thursday evening, Oct. 27; on Friday, "Americanism in the Schools"; "Graded Examinations"; "Things Observed" (in School?); "Primary Language Work"; "Ethics"; "Literary Work"; "Science Work"; "Friday Afternoons"; "Annual Address." On Saturday the election of officers took place. Principal Jones and Prof. Hudson, of the Plattsburg normal school; Supt. McAndrew and Miss Hollis, of the Plattsburg high school, cheerfully aided in this meeting. Let the teachers of every county "go and do likewise."

State Supt. Wolfe, of Missouri, is laboring to raise the standard of teaching in his state. Objections have been made and Supt. Greenwood writes thus:

"At least seventy-five per cent. of those employed in the schools as teachers at the present time, never spent a day in a normal school, high school, or college, and moreover, never spent any money to prepare themselves to teach, except in attending the county institutes. The statutes of the state prohibit certain men from acting as druggists, or practicing medicine and surgery. Why? Because they have not the technical knowledge deemed necessary for such responsible positions. Should the green, raw school-keeper be an exception?"

"All teachers worthy of the name desire self-improvement; the young, ignorant, poor teachers need all the help they can get. Many of them cannot go off to school. The school must come to them, the institute, which is the substitute for that training which so many of them need, is brought into every county in the state, so that these experimenters may partially qualify themselves to teach children. Here then is the teacher's opportunity. It is just what so many need. In many states it has been found necessary to make attendance compulsory, no excuse being valid unless in case of sickness or some other urgent necessity. This the objectors would call 'tyranny.' If it be tyranny to insist, yea, legislate, that none but qualified teachers shall go into the school-houses of this state to instruct the youth, heaven grant that that tyranny shall commence now and continue for all time. If it be tyranny to say to persons before they attempt to teach, that they must be legally qualified, or else the school-room door is closed upon them and will not open to their persuasion, then more tyranny is what the people pray for. If these howlers are unable to pass the requisite examinations, which I suspect is the real cause of complaint, let them review their lessons again, and begin at once. Superintendent Wolfe knows what is needed, and having the courage of his convictions, he moves straight forward. He knows what our children ought to have in school instruction. He says, 'Teachers, prepare to do better work. Qualify yourselves the very best you may. Your debt to Missouri is great. She expects grand things from you.'"

The meeting of the executive committee of the New York State Art Teachers' Association was held Saturday, October 29, to consider plans for a permanent organization and to arrange for a

midwinter meeting, a program of which will be published later. The object of this association is to provide an opportunity, through such meetings, for an interchange of thought based on the actual experience of its members and to promote a more truthful appreciation of the real object of art and industrial education.

Any one interested in art education may become a member by addressing the secretary and treasurer, Miss M. P. Bockee, 247 Church street, Poughkeepsie, N. Y.

Two articles criticising the public schools of Buffalo and Baltimore have appeared in the *Forum*; they have attracted much attention. The editor says: "The volume of correspondence that these articles is provoking is so great that we believe we are warranted in saying that it exceeds anything that any series of articles—certainly any that we know of—in periodical literature has ever called forth." Dr. Rice has entered a new field. We have said repeatedly that at some time the schools would have the electric light turned on them, and have asked if they were ready. We ask it again.

The *Congregationalist*, published in Boston, has changed its

form. It is a most ably edited paper, and has a commanding influence. Rev. A. E. Dunning, the editor, takes a broad view of things; the progress of the world in religion is noted and not merely the doings of a single sect. (We wish the *Observer* and *Evangelist* would follow the example set them.)

An educator in Mississippi says, "Much misconception of the new education prevails in many sections on account of the existence of a multitude of 'normal schools,' 'normal colleges,' 'normal academies' so-called; they differ none in spirit from an ordinary school." But the fact that 'normal' is used to conjure with shows what is at hand. The word 'normal' is understood to mean something not hitherto possessed. They are forerunners of properly equipped normal schools. They show that a day is coming when none but professional teachers will be employed; for the people now understand that 'normal teachers' mean 'professionally trained teachers.'"

The United States has 210,000 public schools, taught by 334,000 teachers, attended by 12,500,000 pupils, and costing annually \$119,000,000. We have 366 colleges and universities, 353



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is Cod-Liver Oil made palatable and easy of assimilation. It is the essence of the life of all foods,—FAT. It checks Consumption and other forms of wasting diseases by building tissue anew—nothing mysterious—simply FOOD-LIFE going to SUSTAIN LIFE. The union of Hypophosphites of Lime and Soda adds to it a tonic effect wonderfully invigorating to brain and nerve.

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medical, law, and theological schools, and the general sentiment on the subject of education may be gauged by the fact that within the past eighteen years nearly \$110,000,000 has been given by private individuals of wealth for the establishment of schools of various kinds.

There is but one dark spot in this bright picture of the educational condition of our country. In spite of all that has been done by the states and the federal government for education, there are nearly 5,000,000 of people, or 13.4 per cent. of the entire population, unable to read, and about 6,250,000, or 17 per cent., unable to read and write.

The Cogswell Polytechnic school of California has a girl student in its blacksmithing department who has taken up that vocation seriously with a view to making ornamental forged work, at which a woman may work to advantage. The girl blacksmith, Miss Ray Beveridge, is a small girl with original ideas and unusual physical strength for a woman. And one of these ideas is that in designing attractive iron ornaments a woman's fancy will prove more alert and dainty than a man's. To perfect herself in her art she is studying, designing, drawing, and modeling, as well as doing practical work at the forge in the shop where the men students receive their training. She wears in the workroom a dress of heavy wool material, suspended from her shoulders with regular suspenders, and an apron of leather to shield her clothing from the flying sparks. She wields a twelve-pound hammer, and keeps her forge fire glowing herself with a blast engine.

It hath not yet entered into the brain of man or woman to conceive the possible outcome of the manual training idea.

Educational Notes from Abroad.

Spain.—An important pedagogic congress takes place this month in Madrid, at which not Spain alone will be represented, but Portugal and South America. There will be five sections, in which the main points set down for discussion are as follows:—(1) Primary: normal schools, inspection, appointment and payment of teachers, programs, physical education, hygiene, education of deaf-mutes and the blind; (2) Secondary: relation to primary and higher, classical and modern, programs, physical education, preparation of teachers; (3) Higher: effect of universities on general culture, examinations, preparation of professors, physical education, value of degrees, international relations; (4) Technical: organization, manual training in primary schools, relation to physical education, preparation of teachers; (5) Education of Women: relation to that of men, organization, woman's aptitude for teaching and other professions, physical education.

Portugal.—The administration of the primary schools throughout the kingdom, which since 1878 had been in the hands of the municipalities, has by a recent decree been transferred back to the state. The reason for this change is said to be inefficient municipal management, especially in Lisbon, where, though schools have increased in numbers, there has been little or no increase of efficiency, and this notwithstanding the fact that since 1881 the average cost per pupil has risen from about 20 to 140 francs (\$4—\$28). One effect of the new organization will be a considerable reduction of expense. In Lisbon alone some 700,000 francs (\$140,000) will be saved, though there are many who declare that this result can only be secured at a heavy educational loss, and some even who whisper that the whole matter is a political move and that the government's sole motive is to strengthen its hands at the next elections.

Italy.—The following figures are eloquent: The proportion of soldiers unable to read or write, which was 35 per cent. in 1867, slowly declined until about 1880, when it was only 6 per cent. But since then it has steadily increased again, and in 1890 was as high as 23 per cent.

HOW DIGNITARIES WERE BROUGHT.

Magnificent Trains Run Over the Pennsylvania System.

(Chicago Herald, October 23, 1892.)

One of the most important and successful features in connection with the dedicatory exercises of the World's fair grounds, and one which fully illustrates the wonderful progress which our country has made within the last half century, was the movement made by the Pennsylvania Railroad Company of the cabinet officers, the supreme court justices, and the diplomatic corps from Washington to this city and back. It required three special trains to perform this function, and Vice-President Frank Thomson, to whom the credit of the achievement is due, made requisition on the Pullman Palace Car Company for the finest equipment which those famous car builders could produce. The result was a triple section train such as has never before glided over the rails in any country. A crew of twenty-five persons, including stewards, cooks, waiters, porters, maids, electricians, and machinists, in addition to the usual quota of trainmen, was required to insure proper service. The outfit resembled in a somewhat lessened degree the personal equipment of an ocean greyhound, of which the trains were a duplication on land.

These trains were provided and tendered for the use of the distinguished guests of Chicago by Vice-President Thomson. They were run from Washington to Chicago as sections of the regular "Chicago Limited," of which they were duplicates, and they conformed to the regular schedule of that train. With the thorough organization of the Pennsylvania Railroad Company and its splendid system they came through the entire distance, on the special schedule time arranged for them, without accident or delay of any kind, and this in the face of an extraordinarily increased passenger traffic. The great line is in such excellent physical condition, so well protected by the safeguards of modern invention, and so perfectly managed by a corps of men who have been educated and trained under the eyes of its high officials, that a movement of this kind, extraordinary as it may appear to the public, was effected without interfering in any manner with the routine of everyday traffic.

It is safe to say that while no other country in the world would be able to move the entire organization of its government a distance of one thousand miles, so there is no other railroad company which could grapple with such a problem and solve it with the ease to the persons in interest and the credit to itself that has distinguished this achievement of the Pennsylvania Railroad. It reflects the utmost credit on Vice-President Thomson, who planned, and his associates, who executed the brilliant feat of railroad transportation, and holds out a bright promise of equally successful work when the resources of this line will be drawn upon next year to furnish adequate transportation facilities to the hosts who will visit the world's greatest fair.

The blood is the source of health. Keep it pure by taking Hood's Sarsaparilla. Sold by druggists.

New Books.

One of the books forming a part of the Normal Course in English is *Studies in English Grammar*, based upon Welsh's *Lessons in English Grammar*, edited by J. M. Greenwood, superintendent of schools, Kansas City, Mo. In the preparation of the book two points were kept prominently in view: (1) What the boy or girl of average ability knows of the use of our language before beginning the systematic study of its facts, and the laws and usages of its structure; (2) what amount of information such an one ought to possess of our language after having studied it intelligently for the length of time usually devoted to it in the graded and ungraded schools of the country. The definitions are clear and pointed, and the exercises for review numerous. The matter is well arranged and it has been the aim to give only the essentials; in fact, the book has been gauged to the actual needs of the school-room. The study of these well-worded rules and definitions together with intelligent practice ought to result in satisfactory progress in a knowledge of our mother tongue. A useful feature of the book is the list of definitions of grammatical terms. (Silver, Burdett & Co., New York, Boston, and Chicago.)

Englishman's Haven, a story, by W. J. Gordon, deals with two of the most exciting episodes in colonial history, the sieges of Louisbourg. When it is stated that the stake to be won was the control of a continent, the importance of the expeditions against that stronghold of French power in America will be appreciated. The main facts related are strictly historical, and the author interweaves these with fictitious events in an engaging way. He describes with much vivacity and humor the nondescript appearance of the colonial troops when they took the stronghold, and no less graphically relates how later Wolfe and the fleet captured the famous fortress. The story will not only engage the interest of young people, but will give them a desire to learn more about the struggle for English supremacy in America. The book is well illustrated and handsomely bound. (D. Appleton & Co., New York.)

Monica, the Mesa Maiden, is a story of Southern California life, by Mrs. Evelyn H. Raymond. The maiden with her great-grandfather, father, brother, and other members of the family live upon the tableland (mesa) and into their quiet life come a party of American tourists. A charming idyll is evolved from these new relationships. A tornado sweeps over the mesa and the bay and carries disaster with it. Monica goes in search of her missing brother, and meets with strange adventures, which result in the unraveling of a complicated chain of destiny. Mrs. Raymond has wonderfully succeeded in infusing into her pages the dreamy idyllic atmosphere of Southern California. The incidents are various, the character-drawing good, the descriptions vivid, and the conversations bright. The author has done well to draw a picture of life in one of the out-of-the-way nooks of this great country. (T. Y. Crowell & Co., New York and Boston. 12mo. \$1.25.)

One of the latest publications, and one that teachers who are interested in the condition of education in Europe should read, is *A French Eton; or, Middle-Class Education and the State*, by Matthew Arnold, in which he describes that part of the French system of education that corresponds to the great English schools—Eton, Winchester, Westminster, Charterhouse, St. Paul's, Merchant Taylor's, Harrow, Rugby, and Shrewsbury. This was originally published in 1864. It takes up 132 pages, or about one-third of the volume. The remainder of the book is devoted to *Schools and Universities on the Continent* (1868), which deals with secondary education in France. A preface to the latter portion, written for the German edition of 1874, has been added. So thorough and accurate a report as Mr. Arnold has given of the condition of the French schools is worthy of special study, and we have no doubt there will be a great demand for the book in this country. (Macmillan & Co., London and New York. \$1.75.)

A Manual of five hundred pages, by Prof. William Peddie, of the University of Edinburgh, has been issued. It is designed for university students, and intended to be an introduction to the study of physical science, but this does not imply that it is elementary in the strict sense of the term. Those who master the problems included in these pages must have acquired a considerable knowledge of mathematics. While the author has tried to make the mathematical portions of the text as simple as possible, he has not adopted the process which has been termed, "calculus-dodging." He deems the elementary methods of the calculus more simple and at the same time more natural than those usually employed. The author has also endeavored to bring into prominence the necessity for, and the value of, scientific hypotheses. This book will give one a very good general idea of the field covered by physics. Those who wish to make a

specialty of any one branch, as electricity, can then consult any of the numerous works on special branches of the science. (G. P. Putnam's Sons, New York. \$2.50.)

In spite of its long scientific names there is no reason why children may not be interested in botany. The names may be kept very much in the background in the beginning. In *Short Studies in Botany for Children*, Harriet C. Cooper shows that the science may be made intensely interesting for even the very young. Certainly with such an awakening of flowers and vegetation as comes every spring there ought to be, also, a quickening of youthful intelligence to meet it and appreciate its meaning. Mrs. Cooper aims to accomplish this and certainly ought to succeed. It would attract any child, for it is so simple and untechnical as to be easily understood, while the style is bright and pleasing and the pages are well illustrated. (T. Y. Crowell & Co., New York and Boston. 12mo. \$1.00.)

In the second volume of the All-Over-the-World series, Oliver Optic continues the story of the adventures of Louis Belgrave which was begun in *A Missing Million*. The story bears the taking title of *A Millionaire at Sixteen*. The numerous nautical adventures of the young hero are related with that freshness and vigor for which the author has long been noted. His resources for telling fascinating juvenile stories seem well-nigh inexhaustible. Indeed the writer of this paragraph vividly remembers having read one of Mr. Adams' stories when a boy and he has no doubt other boys will follow the hero of this narrative with as much interest as he did the actors on board the school ship. One great point in favor of Mr. Adams' stories is that their moral effect is good. For entertainment and instruction "Young America" is largely indebted to Oliver Optic. (Lee & Shepard, Boston. \$1.25.)

If one would obtain a knowledge of some of the best specimens of English prose no better series of volumes could be recommended than the Students' Series of English Classics. They are edited with care and provided with abundant notes to explain peculiarities of language and allusions not likely to be understood by the general reader. The latest volume in this series is *Selections from DeQuincey*. This collection of the writings of this great master of prose include "Joan of Arc," "The English Mail Coach" (abridged), "Levana and Our Ladies of Sorrow," and "Dinner, Real and Reputed" (abridged). The introduction gives a biography of the famous opium-eater and various critical extracts concerning his style. The essays are worthy the attention of any one who desires to excel in the writing of English prose. (Leach, Shewell, & Sanborn, Boston and New York. 42 cents.)

A late addition to the Inter-Collegiate Latin series is the *Selected Orations and Letters of Cicero*, by Harold W. Johnston, Ph. D., professor of Latin in Illinois college. The book is intended for use in secondary schools, and differs somewhat in plan from the usual classical text-book. The author has found that the chief difficulty in understanding an author lies on this historical side. Therefore he has limited the field of historical

study, taking in only the conspiracy of Catiline, and following it up with Cicero's exile and his feud with Clodius. There is a well written introduction of considerable length giving a sketch of Cicero's life and works. In addition to the foot-notes to the text, there are grammatical notes at the end, besides a full vocabulary. The illustrations are a diagram of the city of Rome, a map of the country immediately surrounding it, and also a map of Italy. From these pages the student may get a good idea of the style of this great author and greatest of Roman orators. (Albert, Scott & Co., Chicago. \$1.25.)

The second volume of Emma L. Ballou's *Lessons in Right Doing* has recently been published. The same plan is followed as in the preceding volume. A story is told involving a point in ethics and a conversation is held between the teacher and school to bring out the expression of individual opinion, and to correct it where wrong. Each lesson is followed by a summary, in order that the main points shall not be lost sight of. The virtues inculcated are honesty, temperance, cheerfulness, studiousness, purity, courage, etc. The teacher need not follow the lessons exactly; much must be left for circumstances to determine. We are convinced, however, that lessons given somewhat after this plan will be followed by good results. (March Brothers, Lebanon, Ohio.)

One who has ever tried deep-breathing exercises or "vocal gymnastics" cannot doubt for an instant the benefit to be received therefrom. Experienced teachers of elocution lay much stress on "getting the instrument in tune." This has been the purpose of Mary S. Thompson in her volume entitled *Rhythmical Gymnastics: Vocal and Physical*. She is a teacher of long experience in Boston and New York, and the book is intended for the use of those in public life as well as in private life. Nothing but exercises are given in it, but these will be found so effective, if faithfully practiced, that much improvement in health and vocal power will be noticed. Many of the views the author claims as original. The exercises and special studies have stood the test in the class-room and are the result of long varied experience. One of the special features of the book is a most complete set of breathing exercises, comprising muscular development, rhythmical breathing accompanied by music, acting upon imagination and automatically imparting the sense of time to tone and movement. Another special feature is the study of bird-notes with their musical scores. Another original feature is the insistence on the use of stringed instruments for the special training of the ear so as to improve the quality of tone. One who aspires to be an elocutionist or a public speaker would find that the time spent on these exercises would not be wasted. (Edgar S. Werner, New York.)

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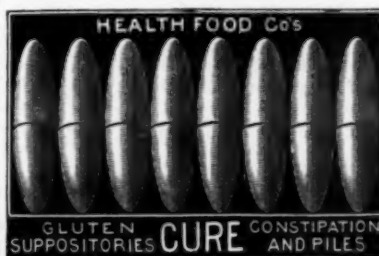
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A story of the sea is sure to take a boy's fancy even if told in an indifferent way, but when told in the bright, breezy style of Herbert D. Ward, as is *The Captain of the Kittiewick*, it is many times more attractive. The hero of the story is a youth of sixteen who had been nearly a six-footer. His rapid growth having a bad effect on his health the doctor prescribes a sea-voyage. *The Kittiewick*, a staunch vessel, is purchased, and the hero, his boy companion, and the skipper (a genuine old tar) have an abundance of sea experience, including some thrilling adventures, which, however, turn out all right in the end. The book is fully illustrated. (Roberts Brothers, Boston, \$1.25.)

The publishers of the International Education series have added a very important volume to the list, *Education from a National Standpoint*, by Alfred Fouillee, translated by W. J. Greenstreet, head master of the Marling school, Stroud, with a preface by Dr. W. T. Harris. It deals with the conditions and necessities of French education to-day when the war between humanism and realism is being waged so vigorously. The translator says in his preface: "His eloquent exposition of the *humanities* contained in science, his crushing indictment of the utilitarian tendency that confounds education with instruction, his damaging criticism of the educational doctrines of Mr. Herbert Spencer and Professor Bain, his able and temperate exposure of the fallacies that have found utterance during the present controversy, his luminous and convincing restatement of the arguments for the retention of the *humanities* as the basis of any system of secondary education, his grasp of detail as shown in the tables throughout the volume, and finally, the fact that the recent changes in the curriculum of the

secondary schools in Italy have been on the lines laid down in this volume by M. Fouillee, may well give us pause." No teacher who pretends to have a well stocked pedagogical library should be without this volume, which adds so much to the discussion of the philosophy of education. (D. Appleton & Co., New York. \$1.50.)

The novel entitled *Enthralled and Released*, by E. Warner, has been translated by Dr. Raphael. It is the story of a German family whose history goes back many generations, and describes many features of social life in that country to-day. Of course there is more or less love in it, a thing which very few novels lack. The characters in the story are drawn truthfully, and the reader follows them through many interesting situations. The book has several excellent full-page illustrations and is well bound in cloth. (Worthington Co., New York.)

Wheel of Knowledge is a very ingenious game (or rather three games in one) that has recently appeared. It consists of a large number of slips, some with questions and others with answers, to test the knowledge of those of any company who desire to mingle information and recreation. The questions are on the Bible, history, geography, etc. The slips are put up in a box and are accompanied by a little pamphlet giving directions, in regard to the game. Used as a school recitation this game would make a pleasing and profitable change from the school routine, and would sharpen the wits of the pupils for their history, geography, and other lessons. (S. A. Pond, 261 Monroe avenue, Rochester, N. Y. 50 cents.)

John H. Bechtel, instructor of the National School of Elocution and Oratory, has compiled a volume, of *Sunday School Selections*, comprising a wide range of readings and recitations adapted to church and Sunday school entertainments. Great care has been exercised in selecting the poetry and prose in the book, and there is none of the material that ought not to be made available. Much of it is of a high order of merit. (Penn Publishing Co., Philadelphia.)

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—The October number [No. 55] of the Riverside Literature Series (published quarterly during the school year, at 15 cents a single number, by Houghton, Mifflin & Co., Boston, New York, and Chicago) contains *Shakespeare's Merchant of Venice*, edited for school use by Samuel Thurber, master in the girls' high school, at Boston, Mass.

—In the Sight Pamphlet series, Ginn & Co., will issue in consecutive numbers selected passages adapted for all grades of advancement in preparatory schools and some intended for college use, with suggestive remarks and notes. They will contain about thirty-two pages each. The first number appeared in October.

—Harvard university has just issued *State Papers and Speeches on the Tariff*, with an introduction by F. W. Taussig, of that institution. The volume contains five papers and speeches on the tariff question, by Hamilton, Gallatin, Walker, Clay, and Webster. It gives both sides of this much argued question. Clay's speech, given in the volume, is for the American system, to which he gave the name on this occasion. Webster's speech is in reply to Clay, denying that protection is American, and arguing against it. The trade will be supplied by Little, Brown & Co., Boston; Henry Holt & Co., New York; A. C. McClurg & Co., Chicago; and Payot, Upham & Co., San Francisco.

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